Screen time: an exploratory study of the experience of pupils in the final year of primary school using Interpretative Phenomenological Analysis (IPA)

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Abstract

Since the middle of the 20th century digital technological developments have transformed human behaviour on an individual, group and societal level. The result of which is that screen time is now an integral part of people's lives, including that of children. Given this, this research study aims to further extend the current research on the phenomenon of screen time by exploring the views and lived experiences of children. The concept of screen time is broad, therefore, for the purposes of this research screen time is defined as the use of a handheld smart electronic device that is generally connected to other devices or networks via different wireless protocols such as Wi-Fi, 3G, 4G that can operate interactively allowing users to both find and share information.

In this research study five participants in the final year of primary school shared their experiences through semi-structured interviews. Transcripts from the interviews were analysed using Interpretative Phenomenological Analysis (IPA) in order to generate themes. Four superordinate themes emerged across all participants. These were:

- Social relationships
- Habitual
- Impact on wellbeing and anxiety
- Sense of self

Possible implications of the study are discussed including further research and implications for educational psychology practice in supporting schools and families in relation to the phenomena of screen time.

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1.1 Chapter overview

In this chapter I will firstly discuss the purpose of this research study and terminology (1.2). Next, I will provide the context of this research including the local context (1.3.1) and the national context (1.3.2). I will then discuss the origins of the research (1.4) prior to describing my position as a researcher (1.5) and the rationale for the research (1.6). Following this, I will discuss my initial reading including contemporary commentaries[1] from mass media sources on screen time (1.7.1, 1.7.2, 1.7.3, 1.7.4). I will then give details of the structure of this dissertation (1.8). Finally I will summarise this chapter (1.9).

1.2 Research Purpose and Terminology

This research study explores the lived experiences of children in their final year of primary school, aged between 10 – 11 years old, in relation to screen time. The aim is to provide an understanding of their experiences and perceptions. The proposed research aims to be exploratory and descriptive.

The use of screen time is often a common topic for discussion in popular culture. From my initial reading and research screen time is frequently

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[1] Contemporary commentaries refers to sources of contemporary information related to the wider discussion around screen time including mobile technologies, internet use, social media, social networking sites, Cyberbullying, gaming, linkage between screen time and physical activity/ mental health

criticised in relation to its impact on children's wellbeing and development. However there is limited research into how children *perceive* screen time. The current research aims to address this gap and explore the lived experiences of children in their final year of primary school.

With this in mind, the following singular research question is proposed:

- **How do children in the final year of primary school experience screen time in their lives?**

Historically the use of the term 'screen time' has evolved over the years alongside changes in technology. Recently there has been plenty of debate on the use of the term 'screen time' because of the variety of ways it exists and is consumed. For instance, Kucirkova and Livingstone (2017) note that the definition 'screen time' can be misguided and muddled stating, "A screen can refer to an iPad used to Skype their grandparents, a Kindle for reading poetry, a television for playing video games, or a desktop computer for their homework". Given the problematic nature around defining screen time for the purposes of the research study 'screen time' is defined as the use of a hand held smart device, and a smart device is defined as an electronic device, generally connected to other devices or networks via different wireless protocols such as WiFi, 3G, 4G that can operate interactively allowing users to both find and share information. For example, smart mobile telephones and tablets.

1.3 Context of research

Technological developments over the last fifty years have transformed human behaviour on an individual, group and societal level. The result of which is that screen time is now an integral part of people's lives, including that of children. According to Sigman (2011) the average seven year old will have already watched screen media for more than one full year:

"By age 18 the average European young person will have spent a full 4 years of 24-hours in front of a screen" (p. 89)

In October 2016, the Office of Communications (OfCOM, 2016) released an extensive report into children's media usage and their attitudes, alongside parental views on their children's media use. The report provided an update to previous findings and involved 1,375 in-home interviews with parents and children aged 5-15. It also incorporated the findings from two qualitative studies *Children's Media Lives (2016)* and *Children's Digital Day* (OfCOM 2016). The latter was based on 238 primary school aged children (aged 6- 1) and 238 secondary aged school children (aged 11-15) media diaries were completed including two weekdays and one weekend day. The study provided a snapshot of the prevalence and the importance that screen time now plays in the day-to-day lives of children. It was concluded that 8-11 year olds, during the school week, spend on average, 1 hour 42 minutes for television viewing, 1 hour 36 minutes for time spent online and 1 hour 6 minutes for gaming every day. It was also reported that on the weekend this

increased by an hour for each activity. The report also illuminated the change over time in the type of visual media that is now being consumed. For instance, television was the only device used by the majority of children across each age group and on a daily basis however overall the amount of time in front of a television set was reported to be decreasing. Instead the report, for the first time, highlighted children aged 5 – 15 years were spending more time online instead of watching media content via a television set.

1.3.1 Local Context

In October 2015, I made enquiries into how the local authority, where I was undertaking a placement, were addressing screen time including the issue of Internet safety. It was discovered Internet safety training was being offered to local schools and that screen time per se was an area of interest for the Educational Psychology Service (EPS), schools and families. I was also informed by senior colleagues there was a need to further understand and explore the use of varying technologies especially in relation to safeguarding children and young people, as well as educating parents on the topic of screen time. In relation to the local context this research study may potentially lend itself to an exploratory case study for the participating school, which would be useful in terms of future practice for the school and the wider Educational Psychology Service. After presenting by preliminary research ideas to the wider Educational Psychology team to inform them about my research study a working group on screen time was set up, which I then also joined. It is my intention that this research study will positively contribute to my work with this group.

1.3.2 National Context

Given the widely documented negative effects of excessive screen time in the mass media on children's wellbeing this research study relates to a number of national policies and initiatives. For example, "Mental Health and Behaviour in school" (DfE, 2016) is a statutory guidance document that advocates schools to play a role in promoting "mentally healthy" pupils that screen time may be associated with. Furthermore, statutory guidance such as "Keeping children safe in education: for school and college staff" links directly to screen time as it stresses the importance of schools keeping children safe while using social media. As underpinned by the UN Convention of the Rights of the Child (UNCRC, 1989) the statutory guidance "Listening to and involving children and young people" (DfE, 2014) supports the right for a child to express themselves in all matters affecting the child. It could be argued that this research study is an opportunity for this. Earlier this year Ofsted, the Office for Standards in Education, Children's Services and Skills, reviewed their inspection framework for early years provision, schools and further education and skills stating online safety was paramount stating, "Educators (need) to oversee the safe use of technology," (Ofsted, 2015). This issue may be illuminated by the current research study.

The phenomenon of screen time has resulted in government policy being approached in many different ways across the world. At present the UK government have not issued medical or government guidelines on how much screen time children or young people should have. In December 2016, a

group of leading educationalists and authors published a letter to a broadsheet national newspaper, The Guardian, demanding the U.K. government draw up guidelines for children up to 12 years old because of great concerns about the impact of screen time on children (Weale, 2016). However, many psychologists and scientists argue that the Government are not in a position to implement such guidelines and that quality research into the impact of screen time is needed before a policy based discussion takes place. For instance, looking at the content and context of children's use of screen time, not merely the quantity of time ("Screen time guidelines need to be built on evidence, not hype", 2017).

Experts in the field in the United States argue that 2 hours a day maximum for those aged up to 18 years and zero hours for those under the age of two years (APP, 2011). Globally, other national governments such as France, Canada and Australia have introduced strict policies regarding screen time such as banning television programmes aimed at three year olds and younger. Sigman (2011) argues that there is the need to politically address screen time as a medical issue, not merely a cultural one.

1.4 Origins of the research

The origins of this research stems from a number of sources. From a personal point of view I have directly seen how screen time has become an integral part of day-to-day life. I was the last child generation where no one had a mobile telephone or tablet during childhood nor were adults seen with one. The use of screen time as a cultural, social phenomenon merits study.

Professionally, this study has relevance to the local authority in which I work in relation to the growing interest from parents and educational professions into screen time use, specifically its impact on children's learning and development. The local authority where I am based has established a task group to examine children's use of screen time. Furthermore, this research aims to capture the voice of the child, seek their insight and potentially lead adults to see the child's world through different eyes: a professional position which I hold to be important. This research also sits within the wider context of research and guidance that has heightened the importance of the voice of the child, such as the UN Convention of the Rights of the Child (1989) and the "Special educational needs and disability code of practice: 0-25 years" (DfE. 2014) that emphasise the importance of involving children and young people in decision-making at individual and strategic levels in relation to their education and wellbeing.

1.5 Researcher's position

Social research is dependent upon the worldview held by the researcher, (Robson, 2011). Two key principles involved in this are ontology and epistemology. Ontology is concerned with the nature of reality whereas "epistemology is a branch of philosophy concerned with the theory of knowledge," (Willig, 2013, p.4). The ontological position adopted by myself will be relativism - the belief that there are multiple realities (Gray, 2009). The epistemological position adopted will be constructivism – knowledge is uniquely constructed and the researcher is interested in the "subjective

experiences of the participant", (Smith, Larkin and Flowers, 2009) and adopts an inductive approach.

1.6 Rationale of the research

During my planning stage of this research I began searching for current research into children and screen time. I discovered an array of popular and distinctive topics associated with screen time. These topics included: mobile technologies, internet use specifically social networking sites/ instant messaging, cyberbullying, influence of screen time on children's learning, effects of gaming, impact of screen time on physical health, mental health and wellbeing. In addition to this I discovered that there was support in the literature for ensuring children take a lead in research and that they can provide both a unique and important insights by doing this.

Given the scale of the screen time phenomena many research studies have investigated the effects of it on the physical and mental health of children. Pea et al. (2012) argue the following:

> The choices that our children are making - when and how they engage with these media and in what situations - are shaping their social relationships, social wellbeing, and time availabilities for school-related study and other activities. (p. 335)

As noted by Bond (2014) there is a need to move towards a greater understanding of childhood and screen time from the perspective of the child, whilst developing child – centred research.

1.7 Initial Reading

In the next section my initial reading into screen time with be discussed. In it not an extensive list of topics however each provides a wider context for the proposed research. As discussed earlier its purpose is to provide a wider context for the topic of this study: screen time. The following related topics are discussed:

- Mobile technologies

- Gender differences

- Internet use

- Social media and social networking

- Cyberbullying

- Children's learning

- Gaming

- Physical health and screen time

- Mental health and screen time

1.7.1 Mobile technologies

Mobile technology has seen a surge in use in the last decade, including children's use of it. As Oksman and Turtianienen (2004) reports mobile technology becomes more interesting to children from the ages of 10 to 12 years, as this is when their social networks start to expand outside of the home. In 2016, OfCOM (2016) reported rates of mobile ownership for those aged 5-15 increasing year on year. This increase in smartphone ownership is particularly evident for 8-11s (32% vs. 24%) and for 12-15s

(79% vs. 69%). Tablet ownership was found to be higher than smartphone ownership up to the age of 10 years then a preference for owning a mobile phone (over any other screen time device) was found to begin at 11 years. Interestingly, between 10 – 12 years ownership for tablet and smartphone was reported to be nearly equal, with smartphone ownership exceeding tablets at the age of 12 (OfCOM, 2016).

In relation to mobile technologies OfCOM (2016) highlighted some gender differences. For instance, it was found that boys were more likely than girls to own, use and miss gaming more so than girls. In relation to mobile phone or tablet ownership however no gender differences were found between those aged 8 - 15 years old.

Culturally, in terms of ownership and socio economic status the study reported that children from middle income families were more likely to have access to and use a variety of screen devices more so than lower income families, however interestingly children from lower income families were not less likely to own or have access to a mobile phone or tablet than middle income families.

Culturally the rise in mobile technologies and the multimedia capability of "smart" devices also lends itself to consider the issue of parental control and monitoring. Until fairly recently parents could closely monitor screen time such as television or desktop computers however with the widespread use of tablets and smart phones this is becoming more challenging for families.

1.7.2 Internet use

For many children screen time is predominately spent engaging with the Internet - being online. Coined by the mass media "Generation Z" is the generation that has always lived in a world of mobile phones, the Internet and social networking sites born around the mid-1990s to early 2000s (Livingstone, Olafsson & Staksrud, 2011). Today's children have grown up with the Internet resulting in them being more literate and confident with online media than their parents or grandparents, "Over six in ten parents of 12-15s say their child knows more about the Internet than they do, and have been shown new things online by their child" (OfCOM, 2016).

In relation to accessing the Internet OfCOM (2016) stated for children aged 5 – 15 years old both tablets and mobile phones were now more popular than laptops/ desktop computers. However, despite the popularity and prevalence of tablets for children their use continues to be the centre of much debate in around whether they are a helpful educational tool or are merely a distracting entertaining device (Dredge, 2015).

Internet use for children has many benefits; it can be an excellent educational resource, increase social connectedness, develop IT literacy and online savviness. For instance OfCOM (2016) reported children are using digital technology to support offline creativity, with the Internet, and particularly YouTube, providing a source of inspiration, information or instruction for their offline creative hobbies. It was also reported that YouTube was particularly important with nearly three quarters of 8 - 11s using the YouTube website or

app. Among younger children YouTube was reportedly used to consume content that was similar to that broadcasted on television, whereas older children used it for Vloggers (virtual bloggers), music videos, game tutorials and joke/prank videos.

1.7.3 Social media and social networking

Another common use of the Internet for children is their participation with social media and social networking sites (SNSs). Presently, there are a number of age-appropriate SNSs that children can access. Examples include, Scuttlepad, Skooville, Club Penguin and Kidzworld. Other more globally recognised SNSs include Facebook, Twitter, Instagram and Snapchat however each of these have a minimal age requirement of 13 years and upwards. Nonetheless many children are reported to be active members on these sites. According to the *National Society for the Prevention of Cruelty to Children* (Lilley & Ball, 2013) in 2013 it was reported that around 50% of 11 and 12 year olds in the UK had an underage profile and nearly a quarter of those surveyed had have been upset by something on a SNS over the last year (Lilley and Ball, 2013). In 2016, both 8-11s (43%) and 12-15s (52% vs. 87 % in 2015) stated Facebook was the social media profile that they used the most. Whereas, group chat services with both family and friends, including SnapChat, WhatsApp, Facebook Messenger and Instagram were reported to be increasing in popularity on the year before.

A qualitative research study by OfCOM (2016), *Children's Media Lives,* found that "likes" on social media were important "social currency" with children

saying they would remove posts if the number of likes they received did not meet their expectations. Some children reported to timing their posts for 8-10pm, what they called Instagram 'prime time', in order to maximise the number of likes they received. Children are also pre planning when to post to try to secure optimal 'likes'. For instance, it was discovered that 8.15pm was a popular time for social media posting amongst 11-15s (OfCOM, 2016).

Social media use is constantly evolving, and that brings both new opportunities and risks for children, whilst its popularity appears to be increasing. OfCOM (2016) discovered 23 % of 8-11s and 72% of 12-15s have a social networking profile, with the number of profiles doubling between the age of 10 and 11 (21% to 43%) and increasing sharply again between 12 and 13 (50% to 74%). In addition to this it was shown in the report that children are messaging, sharing and liking throughout the day, including during school hours and late into the evening, with 9% of 11-15s communicating via social media at 10pm, and 2% messaging at midnight.

In relation to social media there is also that the idea that it feeds into an individual's sense of egocentrism. Termed by child psychologist David Elkind (1979) *"imaginary audience"* referring to an egocentric state where an individual imagines and believes people are paying them lots of positive attention. He argued this was common in adolescence, but that it can occur in all ages. Social media may lead to reinforcing this idea of *"imagery audience"* and encourage an egocentric state of mind, whilst preventing the emotional development of children and young people.

1.7.4 Cyberbullying and online sexual exploitation

The use of SNS sites has raised concerns with parents and schools due to the potential risk for children to witness inappropriate content, experience cyberbullying (Ackers, 2012), sexual exploitation and grooming (Livingston, 2003). It has also been frequently reported that 'offline' behaviours such as bullying, clique-forming, and sexual experimentation have now translated to online behaviours, such as cyberbullying, privacy issues, and sexting," (APP, 2011). Worryingly, Katzer, Fetchenhauer, and Belschak (2009) discovered that nearly 75% of school-age children experienced cyberbullying aggression at least once in the last year.

Interestingly, OfCOM (2016) claimed there was difference between ages and prevalence of cyberbullying. For instance, it was stated 12- 15 year olds are as likely to be bullied via social media or group chat/text message services as they are face to face, whereas face to face bullying is more common amongst 8-11 year olds. A latest trend for children in relation to SNS is group messaging services such as WhatsApp, Instagram and Facebook Messenger. Although these messaging group have been used for supportive communication i.e. homework, they have also lead to new forms of bullying as children adding or deleting people from these groups in order to exclude or hurt people (OfCOM, 2016). OfCOM (2016) also discovered a difference between how children and adults defined cyberbullying. Children and young people may perceive a digital exchange as, 'banter that had gone too far' whereas adults would define it as cyberbullying. The report also stated that children would only involve an adult if they perceived online activity as continuous harassment.

Of great concern is that negative experiences of screen time can include child sexual exploitation (CSE). According to the National Society for the Prevention of Cruelty to Children (NSPCC), "When sexual exploitation happens online, young people may be persuaded, or forced, to send or post sexually explicit images of themselves, take part in sexual activities via a webcam or smartphone and/ or have sexual conversations by text or online".

In 2016, OfCOM revealed that ten percent of children aged 8-11 in the last 12 months had seen something online they found "worrying or nasty", which increased to a nearly 20 percent for 12-15 year olds. It was also discovered that one in twelve 12-15s (8%) reported they have been contacted online by someone they did not know, and close to twenty percent knew a peer whom it had happened to. The study also reported that four percent of 12-15 year olds had seen something of a sexual nature that made them feel uncomfortable, either online or on their mobile phone, rising to eight percent when disclosing they knew a peer whom this had happened to. It is worth noting that the study used face-to-face questioning around negative effects of being online and given the sensitive nature of such questions there is the possibility that responses were under-reporting children's negative experiences (OfCOM, 2016). This recent under reporting was highlighted by the NSCPP in 2017 when the organisation carried out an overview of child protection practices in the UK. One implication of the overview was a request form the NSCPP to the UK government to commission an up to date study into CSE. In relation to online CSE the NSCPP did however reveal that in 2017 there were over 2,100 counselling sessions with young people who talked to ChildLine about online child sexual exploitation (Bentley et al. 2017).

The rise in mobile technologies and the multimedia capability of 'smart' devices also lends itself to consider the issue of parental control and monitoring. Until fairly recently parents could closely monitor Internet use however with the widespread use of tablets and smart phones this is becoming more challenging.

It is now widely recognised that digital technology can create risks and that safe use should be prompted and is being addressed via the implementation of relevant policies and practices (Ackers, 2012). In 2008, The UK Council for Child Internet Safety (UKCCIS) was set up to address children's e safety; to help tackle children's use of the internet and keep children safe online. Its members include over 200 organisations from across government, industry, law, academia and charity sectors who work collaboratively to support keeping children safe online. The UKCCIS has produced and disseminated non statutory advice and guidance, including having an education focus such as providing advice for schools and colleges on responding to incidents of 'sexting.' However, despite supportive policies and practice being available keeping children safe online is still a concern for many (OfCOM, 2016)

1.7.5 Children's learning and screen time

Within the mass media there is much debate about the impact of screen time on learning. One study by the National Literacy Trust states electronic devices, such as tablets, support children to engage with reading and motivates them to learn, "Touch screen technology can be more effective in engaging children aged three to five with reading than books" (Formby,

2014). However, on closer examination this piece of published research in the mass media was funded by Pearson, a multinational publishing company specialising in selling digital products, which potentially have an invested interest in arguing children under 5 years old should use digital technology.

In today's society both digital technology and the Internet are seen as important to educational achievement. However although both are available to many children evidence suggests this does not equate to equal opportunity. According to research conducted by OECD (2016) there is a "digital divide" amongst children in relation to their socioeconomic status. The research revealed that for children whom were experiencing a higher economic status they were more likely to use the Internet for learning as opposed to entertainment (Coughlan, 2016).

OfCOM (2016) investigated children's critical understanding in relation to their ability to make critical judgements about what they read online as well as how their awareness about advertising. It was concluded that whether children applied their critical thinking skills was context dependent. For instance, children were more likely to apply critical thinking skills when they were looking specifically for a piece of information, for instance for homework, rather than entertainment purposes (OfCOM, 2016).

Related to children's learning OfCOM (2016) also reported that the multinational American company, Google, that provides the Internet based search facility 'Google Search' was increasing in popularity for finding "true and accurate information about things that are going on in the world" for

respondents aged 12 – 15 years (30% in 2016 vs. 17% in 2015). A quarter of the 8 – 15 year olds believed if Google cites information it can be trusted. In relation to search results children reported believing the results that appeared at the top of the search page as most accurate and were selected by some kind of authoritative figure, possibly employed by Google thus highlighting there was limited understanding amongst the children regarding search engine optimisation (SEO).

1.7.6 Gaming

Another topic that is commonly associated with screen time is that of gaming. In 2016, OfCOM reported that children were most likely to play games by themselves or with people they already know. However, one in ten 8-11s (10%) and twice as many 12-15s (21%) say they play games online with people they have never met and 5% of 8-11s and 14% of 12-15s say that they use the games' chat features to chat to people they only know through the game. There is also plentiful research into the use of screen time in relation to "stand alone" video gaming and online gaming. Gaming is referred to "stand alone" video gaming if the game can be paused and returned to, whereas online video gaming is seen as "live" and can require a player to be available all day and night (Griffiths, 2010). Having reviewed the literature on gaming it is not always clear if the study is focused on 'stand alone' or online video gaming. The majority of the research looking into screen time in relation to video gaming suggests that children who play video games, particularly violent video games, have poorer performance in school, more aggressive behaviour, and receive more negative teacher ratings than do children who

play videogames less or not at all (Anderson, Gentile, & Buckley, 2007; Walsh, Gentile, Walsh, & Bennett, 2006). Jackson, Von Eye, Fitzgerald, Witt and Zhao (2011) associated video gaming with lower social self-esteem and social skills, concluding that video playing was best thought of as a solitary activity as opposed to social. Using a clinical questionnaire Holtz and Appel (2011) surveyed 250 children and young people aged 10 -14 years and found playing first-person shooters were predictive of externalising behaviour problems such as aggression, delinquency. Whereas, playing online role-playing video games were predictive of internalising problem behaviour, including withdrawal and anxiety. Gentile, Choo, Liau, Sim & Fung (2011) conducted a two year long quantitative study into video addiction, concluding that video gaming lead to increased levels of social phobia, anxiety and lower academic performance among American children and preteens. Although limited, research studies into the more positive aspects of gaming do exist. For example, when a child plays with family/ friends an enhanced sense of wellbeing can occur, as opposed to playing with new people whereby feelings of loneliness can be increased (Sean & Williams, 2011). Griffiths (2005) further advocates the positives of gaming stating there are both health and educational benefits of gaming especially for children with autism and high levels of impulsivity.

1.7.7 Linkage between physical health and screen time

Strasburger, Jordan & Donnerstein (2012) cite several global studies into the relationship between children's use of screen time and obesity. Focusing on screen time in terms of television viewing it is reported that even

when other known factors to affect obesity are controlled for, television viewing still had an associated negative effect on a child's weight. This includes the findings from a longitudinal study over 30-years that found a higher mean of daily hours of television viewing on weekends predicted a higher BMI at age 30, and for each additional hour of weekend TV watched at age 5, the risk of adult obesity increased seven percent. Cooper, Debon, Klesges & Shelton (2006), who also studied the negative effects of television viewing, discovered a significant dose-response relationship in which resting energy expenditure decreased as average weekly hours of TV viewing increased.

Another area that relates to screen time and physical health is that of sleep. In 2014, The British Broadcasting Corporation (BBC) carried out a poll with young people revealing that on average they spent 3 – 4 hours a night on SNSs raising concerns around addiction and sleep deprivation (BBC, 2014). OfCOM (2016) noted that 1 in ten of 11-15 were communicating via SNS at 10 pm at night.

1.7.8 Linkage between mental health and screen time

There have been several studies that have actively made a linkage between screen time and mental health. In 2010, an extensive research study was carried out with 1340 year 6 children to investigate whether greater screen use would be associated with greater psychological difficulties and whether children with high levels of screen entertainment use and low levels of physical activity would display the highly negative psychological profiles

(Page, Cooper, Griew & Jago, 2010). It was concluded that greater television or computer use was related to greater psychological distress for 10 to 11 year old children, irrespective of objectively measured physical activity or sedentary time.

In 2012, a study using a population size of 10, 829 students living in Iceland, was conducted into the relationship between the use of several types of electronic screen and specific mental wellbeing symptoms in children. In this particular study screen use type was defined as: watching TV/DVD/VCR, playing Internet computer games, playing computer games not on the Internet, using Internet communication or 'chatting' channels and 'other' computer use. It was concluded that negative symptoms increased with greater amount of time spent in front of electronic screens among girls and boys. A relationship that was even more evident for those spending four or more hours every day on any kind of screen activity (Yang, Helgason, Sigfusdottir & Kristjansson, 2013)

In 2013, Public Health England raised concerns when a government commissioned report stated that spending too much time in front of screens was negatively impacting on children's physical and mental health. It was argued that excessive 'screen time' for children – more than four hours a day – was linked to anxiety and depression, and was responsible for limiting a child's opportunity for social interaction and physical activity. Rosen et al (2014) discovered that regardless of a child's socio-demographic factors, eating habits or activity levels the use of technology may be a potential cause

of poorer health such as psychological issues, behaviour problems, attention problems, or physical problems.

1.8 Conclusions from initial reading

What might be concluded from the initial reading? All of the areas I have discussed form the backdrop to the topic of this research, screen time. As such, they provide a vital context to the experiences of children. It would be true to say that these are rapidly changing times with the use of screen time amongst children and young people. Government, Local Authorities, schools and adults in general are all playing 'catch up' as younger generations make the use of technology that has become a central part of their lives. Inevitably, as with past technological advances there will be positive and negative consequences. Clearly, there appears to be a linkage between screen time and wellbeing, both physical and mental. Central to understanding of such as change is to acknowledge the voice of children. It is hoped that the present study contributes to the voice of the child being heard. The next chapter sets the topic of the current research with a scholarly context informed by an academic systematic search.

1.9 Summary of the Chapter

This chapter firstly provided a chapter overview (1.1), the research was described in brief with relevant terminology explained (1.2) and the context of the research (1.3) including looking at the local and national context. Next, I looked at the origins of the research (1.4) and the researcher's position (1.5).

Following this the rationale for the study (1.6.) and initial reading was outlined

(1.7). A concise conclusion from the initial reading is offered (1.8).

Chapter 2 Literature review

2.1 Chapter overview

The introduction to this study highlighted that there is a growing interest in my chosen field of research. The challenge to the present inquiry, and specifically to this chapter, is to locate the current research within a scholarly tradition and context. To do this I carried out a systematic literature review. This systematic literature review was carried out post data collection thus limiting any researcher bias on the interview and data analysis process. This was also in keeping with Smith et al. (2009) who detail researcher qualities as, "Open-mindedness; flexibility; patience; empathy; and the willingness to enter into, and respond to, the participant's world".

With this purpose and drawing upon relevant areas of the literature I will critically examine and seek to understand the key factors and issues around the topic of this study by drawing upon the relevant academic literature.

2.2 Search criteria

In March 2016, I searched the following databases: 'PsycINFO', 'Education Source', 'Education Resource Information Centre (ERIC)', 'The PEP Archive' SocINDEX with FullText', 'Psychology and Behavioral Sciences Collection and 'PsycArticles'. Prior to carrying out my systematic literature review I created a list of search terms that related to individual concepts linked to my research question. These search terms included the following: children "AND" mobile telephone "OR" mobile phone "OR" tablet "OR" cell

phone "OR" smartphone. This search returned a very large number of articles 29, 657. This I refer to as S1 (Appendix A). I then turned to searching "experiences OR understanding OR perceptions", which also returned a large search number. Referred to as S2 (Appendix A). Following this I cross-referenced S1 and S2, which returned 5,225 results, referred to as S3 (Appendix A). To include children into this search I then carried out a separate search "children NOT adolescence* NOT adolescents*. This was referred to as S4 (Appendix A). The following searches "S1", "S3" and "S4" were then combined returning 587 results. This search was termed S5 (Appendix A). I then applied the following filters; geography (Great Britain OR England, OR Wales or Northern Ireland OR Ireland OR United Kingdom), date published (2006 - 2016) and peer reviewed. The result of this search is referred to as S9 and produced 48 (Appendix A).

I considered the relevance of these 48 articles in relation to my research area by reviewing the abstracts and applying an objective inclusion and exclusion criteria that allowed the research question to be addressed whilst ensuring the quality and similarity of included studies. For instance, an inclusion/ exclusion criterion was time frame. All the included papers were published 2007-2017. This was to ensure that the research was conducted at a time when smart mobile telephone technology and tablet technology existed and was available to the mainstream. Publication type was another measure for the inclusion or exclusion criteria and as such all included papers were peer reviewed to ensure they had academic rigour. Furthermore another search criteria was the age of participants; each paper had participants that were

aged 10 or 11 years old and hence would have been in their final year of primary school. The literature was also based in the same geographical area as this research study, United Kingdom. Despite applying a geographical limit some still stated they were based outside of the United Kingdom and therefore I applied the geography inclusion criteria manually. Papers that looked at specific special educational needs i.e. ASD or ADHD were also not included as I was not focusing on specific learning needs and 'screen time'. Following this I determined that I needed to read four in more detail and these were included in the final literature review. Additional reasons for excluded papers are listed in Appendix B.

In total, four research studies were found to make a contribution to the question of children's lived experience of screen time.

The titles of the included studies consisted of the following

- *Expectations and levels of understanding when using mobile phones amongst 9 – 11 year old in Wales,* (Turley, Baker & Lewis 2014)
- *Managing mobile relationship: Children's perceptions of the impact of the mobile phone on relationships in their everyday lives* (Bond, 2010)
- *"It's Common Sense That It's Wrong": Young People's Perceptions and Experiences of Cyberbullying"* (Bryce & Fraser, 2013)
- *'I had no credit to ring you back': Children's strategies of negotiation and resistance to parental surveillance via mobile phones* (Barron, 2014)

Data was extracted from each article regarding the study design, the participants, the data collection method and the outcomes. Please see Appendix C for the CASP containing this information.

In order to assess the quality of the eight papers I considered the reliability and validity (Yardley, 2000, 2008) of each and applied an evaluative framework called the Critical Appraisal Skills Program (CASP, 2012) was applied. The CASP allows research studies to be reviewed in accordance with a relevant checklist. In this literature review I applied the critical appraisal checklist for quantitative research and the critical appraisal checklist for qualitative research. The rationale behind using the CASP is that it provides a reliable structure for critiquing by using a number of screening questions.

2.3 Review papers identified

In the following section each selected paper will be reviewed in turn.

2.3.1 Review paper one

- Turley, J., Baker, S.A., and Lewis, A., C. (2014) Expectations and levels of understanding when using mobile *phones amongst 9 – 11 year old in Wales, UK.*

Summary of article

The article was interested in exploring mobile technology amongst children. Using a questionnaire as a research method the authors examined the expectations and levels of understanding of children aged 9 – 11 years in relation to making/ receiving calls and sending/ receiving text messages. Findings included: mobile phone ownership being high amongst children,

expectations being held about the reciprocity of a text message in terms of duration and the negative feelings that arise when a telephone call or a text message is not responded to in a timely manner. It was concluded that young children might be negatively affected by their usage of a mobile phone as they struggle to understand why their expectation for a response to a telephone call or text message is not met.

Findings in relation to children's experience of screen time

A number of themes were established in this paper, which will be considered in the following section.

Ownership

A key theme of the research study is that of ownership. The research study highlighted the prominence of mobile phones to the lives of the 9 – 11 years old by highlighting levels of ownership (girls = 96.9 %, boys = 84%). This it would appear was considerably higher than identified in the past literature reflecting a chance in societal behaviour. For instance in 2004, Davie, Panting and Charlton (2004) reported 45 % 10 – 11 year olds owned their own mobile telephone.

Usage

Another theme that was detailed in the article was the child's usage of the mobile phone in relation to text messages and telephone calls. Eighty per cent of the children reported using the phone to send text messages, which were predominantly sent to mothers (57.9%), followed by fathers (50.9%)

then friends (52.6%). Another usage was 'receiving texts' and was reported by nearing ninety per cent, which were sent by mothers (57.9%), fathers (50.9%) and friends (47.4%). Making phone calls was reported by eighty per cent of the children, mostly to mothers (68.4 %), then fathers (49.4%), followed by friends (47.4%).

Sense of Self

The article states respondents in the research study were showed vignettes and asked when they should get a text back. The children were presented with multiple choices, including: "Straight away", "In the same hour", "The same day" or "When her/his friend/ mum is able to reply". The majority of the children in the study (57.9%) expected an immediate response to a text message, whereas only 19.3% of children expected an immediate response from a friend. The children were then asked for a reason for their response. These reasons were then categorised by the authors as ego centric or non – egocentric.

Anxiety

The authors explored feelings surrounding non-responses to telephone calls and text messages using vignettes that included "Puzzled", "Not bothered", "Upset" and "Angry". One of the paper's conclusions was that mobile phone usage resulted in confusion and uncertainty for a child when a telephone call and/or text message was not responded to in a timely manner, suggesting the mobile phone created anxiety.

Strengths of the study

The use of open-ended questions in the questionnaire is a key strength as it attempts to capture qualitative responses, whilst also recognise the importance of child centred research. The researchers appear to be sensitive to the context ensuring the questionnaire is suitable for children by using evidence based research to design it. In addition to this it was pretested with a small group of children before being formally administered. The paper raises a particularly valuable point in relation to how often the Department of Education (2013) has in the past tended to focus on the appropriate use of ICT for children however there is a dearth of guidance on the use and expectations for children's use of mobile technologies, which is equally important.

Another key strength of the study is that it is ethically robust. Ethical approval was sought and granted by an external committee, leading to consent being sought from school and parents, assent was provided by the children and collected data was also anonymised. The author's reflective stance on the limitations of the research study allowed for future research to be suggested, which can also be seen as a valuable contribution of the paper.

Limitations of the study

The paper appears to lack transparency in relation to the analysis and findings section. Firstly, the article only presents a small number of the children's qualitative responses. Each response is identified as non-emotional or emotional by the authors and classified as ego centric or non-egocentric.

However the theoretical evidence for doing this is not disclosed. The use of vignettes to explore emotional issues is a child friendly approach, but it could be argued that the children do not perceive themselves to be in the situation (as outlined in the vignette) and answer as if they were someone else.

The article explores children's expectations and levels of understanding when using a mobile phone, focusing solely on text messaging and telephone calls, but fails to consider 'smart' mobile phone use, such as the use of the Internet. By 2012, the year the study was conducted, this would have been a common technological feature of mobile phones. Not considering the multimedia use of the mobile phone means that the impact and importance of the research is questionable.

2.3.2 Review Paper two

- Bond, E. (2010). *Managing mobile relationships: children's perceptions of the impact of the mobile phone on relationships in their everyday lives*

Summary of article

Bond (2010) explores children's perceptions of risk and how they use mobile phones. It looks at children's thoughts, feelings and ideas about risk within an interpretative framework. In total 30 children aged between 11 – 17 years old participated in the research. Data was collected via focus groups and analysed using a social constructivist version of grounded theory. The study found children were reflexive in their understanding of risk and mobile phones and in the construction of their individualised life biographies.

Findings in relation to children's experience of screen time

Relationships and sense of self

Bond (2010) outlines the role of mobile technologies with respect to relationships in the lives of children, including that of friendships. A key finding of the paper was that importance that children place on mobile technologies and their friendships, with one participant stating that without a mobile phone they would have "no friends". The paper highlighted the role mobile technologies can play on relationships as an area of interest that would be worth further exploring. The paper suggests that young people, especially girls are very reliant on mobile technologies, in relation to peer relationships. It is also suggested that mobile technologies result in feelings of insecurity and anxiety for children and young people. In particular the paper focuses on girls, however this also appears to lend itself to gender stereotypes whereby girls are viewed as more anxious than boys.

Reciprocity

A key theme in the paper was that of reciprocity and the reciprocal characteristic of mobile phone use. For instance, the sending of a text message between children and friends/ family was interpreted by the author as gift giving by drawing upon the conceptual work of Berking (1999 as cited in Bond, 2014) and Mauss (1925 as cited in Bond, 2014). Furthermore the author argued that this reciprocal use helps to build relationships between people as it signified trust between parties. However. It was also commented on that the expectation for reciprocity created anxiety for the children as they

agonised over the timing and nature of responding to calls and text messages, while the gift giving could also be a way to assert power i.e. a negative text message.

Risk

Throughout the paper the authors refer to the concept of risk. The author argues that mobile phone usage involves risk and can encourage risk taking for children. There is even the notion that sharing any material via a mobile phone is seen as a child taking a risk and involves some level of trust. The author also comments how the mobile phone has compromised a child's sense of safety leading to the blurring of spatial boundaries between the public and the private. For example, physical spaces that were once considered safe and secure i.e. home can become places of uncertainty and insecurity should a child receive an anxiety provoking message. The paper makes reference to other literature that looks at the mobile telephone as associated with privacy, freedom and security (Charlton et a al, 2002; Ling, 2000). The author also highlights how mobile technologies can now be used to extend parental control via monitoring their child's use and whereabouts.

Strengths

The article is particularly relevant to my research as it uses an interpretivist approach to explore how children experience the use of mobile phone technologies. This social constructivist approach can seek to collect the subjective accounts and perceptions of the participating children of their experiences and constructions of their everyday lives. The research study

draws from Greig, Taylor & MacKay (2012) social constructivist researchers who view children in research as subjective, contextual, self-determining and dynamic. This stance I would argue is empowering for children.

The researcher also appears sensitive to the context and reflective about a potential power imbalance between the researcher and participants. For example, the children are granted the opportunity to decide the location of the focus group, times and dates that hopefully resulted in them feeling comfortable and empowered. The children were also allowed to part take in the research with friends, which should have put the children at ease with the research process. The author also claims that the children took up the interviewing role during the focus group process. This draws upon personal centred approaches whereby children play a more central role in decisions that affect their lives. The findings of the study in relation to the themes are clearly stated as noted above and this is valuable contribution of the research. The research study was conducted in an ethical manner with the researcher having an enhanced CRB check with informed consent obtained from the children and their parents using age appropriate information.

Limitations

Difficulties in replicating and generalising is often applied to qualitative research (Yardley, 2000, 2008) and could be applicable to this a paper in terms of its limitations. Furthermore, the authors state that they analyse the data using grounded theory, however, I believe the paper lacks persuasiveness in generating a theory. There is also the risk that children

perceive the adult facilitator as an authority figure (Morgan, Gibbs, Maxwell & Britten, 2002). Other disadvantages of focus groups relevant here include: difficulties in following up individual views, group dynamics may affect whether participants contribute and what they actually say (Robson, 2011). Focus groups can also be difficult to record and transcribe and group dynamics can have an affect (Greig et al., 2012). Furthermore, it can be difficult to reveal individual viewpoints. A focus group may also result in a more talkative member dominantly thus creating a bias as more reserved group members may be reluctant to talk.

The paper begins with a synopsis of the literature into the role of mobile telephones. However all of the literacy sources are pre 'smart' technology whereby mobile phones have the capability to access the Internet. The focus instead is solely on text messaging and telephone calls. The paper states that the research aimed to explore children's perception of risk and mobile phones using grounded theory for analysis.

The article does not present a clear statement of findings; instead the findings are quoted at different points in the article. In the introduction section the article states, "the findings demonstrate that the concept of context was important", but the paper concludes with a different findings statement adding, "the findings suggest the mobiles phones simultaneously provide security and other protection from certain risk while paradoxically increasing anxiety and creating feelings of vulnerability" with no mention of 'context'. The research study cites that a non-probability strategy was applied via snowballing from

the author's social networks, however this results in a limited sample size in relation to ethnicity and social class. The author choses to include a broad age range in the focus groups without including a consideration of the impact of the group dynamics. For instance, there is a big developmental gap between 11-17 years. The inclusion of chronological age could have provided an alternative focus and potentially revealed similarities or differences between pre-teens and mid-late teens. With such a broad age range there is the real possibility that the older participants were perceived to be intimidating to the younger children. The author claims to look at "children's perceptions", yet includes participants aged 16-17 years old without considering how the difference in development stage may impact on the findings.

2.3.3 Review paper three

- Bryce, J. and Fraser, J. (2013) "It's Common Sense That It's Wrong": Young People's Perceptions and Experiences of cyberbullying

Summary of article

The authors explore young peoples' perceptions and experiences of cyberbullying. The authors argue there is little qualitative research available that explores cyberbullying and discuss it in relation to three key areas: prevalence, impact and predictors. The study takes a qualitative approach to exploring this issue by conducting 18 focus groups aged 9-19 in the UK. The article concluded cyberbullying is problematic for young people but an accepted part of their online lives.

Findings in relation to children's experience of screen time

In relation to screen time this paper explores the modern phenomena of cyberbullying. The authors initially provide a literature discussion in relation to four key themes: rates of cyberbullying, its psychosocial impact, characteristics of online communication and responses to cyberbullying. The authors also address how cyberbullying can be defined as distinctly different to behaviour such as online teasing or arguing.

The paper sets out the importance of investigating cyberbullying by highlighting the unfortunate high levels reported. For example the authors quote the work of Tokunaga (2010) who found a third of 11-16 years olds in U.K. had experienced cyberbullying. The authors provide a brief overview of the psychosocial impacts of cyberbullying noting a number of negative effects such as anxiety, depression, victimisation, school avoidance and reduced self-esteem. Interestingly, the paper notes how cyberbullying is an example of how there has been a blurring of boundaries between private and public space and where is considered safe.

The authors discuss in detail specific mediated characteristics of online communication. For instance, anonymity is discussed as being linked to being disinhibited and encouraging abusive behaviour whilst escalating the impact on any negative online behaviour because the perpetrator cannot be identified.

The paper provides a literature overview of how people have responded to cyberbullying claiming that there are a range of strategies that are employed by children and young people. For instance, using technological features such as blocking someone who has offended hem, seeking support from others or taking no action against the other person. There is also the claim that young people may not report incidences of cyberbullying due to concerns their parents would restrict their use of the Internet or SNS sites. Related to this is the claim that young people perceive managing negative experiences online as an essential life skill. In order to examine the perceptions and experiences of cyberbullying the authors set up 18 focus groups with participants aged 9 – 19 years old from various schools and colleges. The study's key findings were; young people perceive cyberbullying as wrong, however, they accept it is an unfortunate feature of their online interactions and they perceive themselves as being able to responsibly manage these online risks.

Strengths of the study

A key strength of the study is that it addresses a gap in the literature in relation to qualitative research into cyberbullying. The chosen qualitative research methodology is highly appropriate. The authors argue the qualitative research approach provides the opportunity to check whether definitions of cyberbullying and the results of quantitative research match that of children/ young people's perceptions and experiences. The research also allows the opportunity for children and young people's subjective experiences of cyberbullying to be heard, which could be an empowering experience for them.

The paper clearly states that ethical issues were considered prior to carrying out the research and that informed consent was gathered from all the participants, parents and schools. The authors also assert that the participants' identity was protected as each recorded focus group was anonymised. With regard to the data collection and analysis the authors provide a clear description of both. The authors convincingly explain how the analysis process began and that the data was analysed by a team using Nvivo – data analysis software programme. Furthermore the authors state that an additional review was undertaken to ensure accuracy and consistency of the analysis. Another strength of the paper is the consideration of future research such as investigating what the social norms are in relation to online interactions and what is acceptable or unacceptable by young people.

Limitations

The paper states the research study's findings but only make reference to 'young people' as opposed to clearly stating whether this includes the children who participated in the research. The paper does not directly address the mobility of technology and how this has resulted in safe spaces such as a child's home being vulnerable because of the transitional nature of cyberbullying. The authors argue the use of focus groups allowed an exploration of peer discussion and an exploration of how cyberbullying is contextualised. However, I would argue that this choice of data collection was a major drawback in exploring young people's experiences and perceptions because of the sensitive nature of cyberbullying. There is the risk that

participants did not feel comfortable to share experiences in a group setting and perhaps perceiving the facilitator as an authority figure (Morgan et al. 2002). Each focus group also involved a broad age range 9 – 19 years old and the authors do not consider the impact this may have had on the sharing of perceptions and experiences, especially for the younger participants and whether everyone has the opportunity to equally participate (Robson, 2011). Another drawback is that the focus groups did not allow for an in-depth discussion of the themes that arose nor does it give full acknowledgement and credence to unique individual experiences or perceptions.

With regard to the recruitment strategy employed by the authors there is no clear explanation as to how the participants aged 9 – 19 were selected or the how the schools/ colleges became involved. There is also no consideration of the socio-demographics of the group, such as ethnicity, social class or gender. The relationship between the researchers and participants is not addressed. It is argued that by using focus groups the relationship between the researcher and participants does not need to be considered. However, I believe this is a flawed argument because there is a direct interaction between the two parties with the researcher present in the focus groups. I would argue that this lacks reflectivity as a researcher; the researcher has not carefully thought about the impact of their actions so as to learn from the experience. Furthermore, there is also a lack of transparency that relates to the fact that the research was part of a project funded by a multinational telecommunications company 'Orange', and minimal acknowledgement of how this relationship may have influenced the research and the findings.

Perhaps, there was an vested interest in stating the participants only accepted cyberbullying as part of their screen time experience and had the essential skills to manage it. In relation to the research aim, to explore perceptions and experiences of cyberbullying, it would seem perceptions of cyberbullying were captured but direct experiences were not shared by the participants, which may have been the consequence of running a focus group as the participants may not have wanted to share personal experiences in an open forum.

2.3.4 Review paper four

- Barron, C. (2014) 'I had no credit to ring you back': Children's strategies of negotiation and resistance to parental; surveillance via mobile phone

Summary of article

This paper seeks to illuminate the technological monitoring of children in modern society from an anthropological perspective using an ethnographic approach. The research was based in a community in Ireland. The aim was to explore the strategies used by children to prevent the monitoring and surveillance of their physical selves by their parents. Participatory data collection techniques included visual photograph, which was used alongside participant observation in two schools and a housing estate over the course of one year. A key finding was while parents were trying to minimise risks to their children via surveillance, children were simultaneously trying to assert their own agency and avoid such surveillance.

Findings in relation to children's experience of screen time

Strengths

The ethnographic approach allowed an in depth understanding of this particular culture whilst emphasising the perspective of those being studied. Theoretically the researcher puts forward a strong case for using an ethnographic approach arguing children are active agents in constructing their lives, which needs to be recognised and accurately portrayed. The use of visual methods in childhood research has gained popularity and acceptance as a valid research method and often enhances further data collection technique when used in line with a researcher's narration (Bond, 2014). This was the case for this particular study.

The children who took part in the research study were given the opportunity to take photographs on their own camera as part of the data collection process, allowing their perspectives and experiences to be directly captured whilst minimising researcher influence. This, it could be argued, helps address the power imbalance that occurs with research, and potentially was an empowering experience for the children. The research was also sensitive to the context as the findings were socio-culturally relevant to the community in which the research took place. Furthermore, the researcher appears aware of addressing the power imbalance that can occur with child centred research noting that both the data collection, visual anthropology and group discussions, place the child in the expert role as opposed to the adult researcher. The researcher appears to have given her full commitment to the

topic, which took a year to complete. In relation to the data analysis process the paper provides plenty of detail into how this was carried out. For example, the researcher provides an in-depth description of the analysis process noting how the visual anthropology resulted in the children being involved in group discussions to review the significance/ meaning behind the images. This process also led to the co-production of coding the images. Using content analysis, analysis of the group discussion and field notes from observations with the children in schools/ local area the data was triangulated. This reinforces and highlights the credibility of the findings.

In relation to the local community the study could have had great importance and impact while raising questions about the rights of the child in relation to privacy. It also raised questions about the concept of trust and risk that is applicable to a range of settings, children and adults with regard to technology use. The author suggests various future research topics including whether parents may invest in technology that monitors their children and whether this changes dependent on where the children live, class, ethnicity, gender or age.

Limitations

The study lacks transparency in a number of areas. Firstly, the researcher does not explain how the participants were selected nor outline the relationship between the researcher and the community. How did Barron enter the community? The reader is not told. Additionally, the researcher does not explicitly reflect on her role. There is also the issue about transparency of

the data analysis and data presentation. For instance, 1028 images were taken and 940 included in the study but there is explanation for why other images were not used.

As part of the data collection and data analysis process all the children who used the ethnographic visual technique (photographs) were asked by the researcher to be a part of group interviews to explore the significance / meaning of the images. However, there is no reflection of how group dynamics may have influenced this process or whether the children would have wanted to share the meaning of their images with peers. The researcher also does not consider the ethics or impact of the researcher intruding in their lives, and how this may impact on the privacy of the children or families involved. There is no mention that the researcher plans to disseminate the findings with the community in which where the study took place. The anonymity of the children would be at risk given how many participants took part and the small size of the local area. There is also no ethical considerations around child protection relating to the use of visual data collection whereby participants could be identified (Bond and Agnew, 2013).

2.4 Summary of literature review

Overall the background literature as outlined in this chapter illuminates a range of various themes and concepts in relation to children's lived experiences of screen time. Across the papers themes include ownership, usage, emotional impact, impact on social relationships, the concept of risk and trust and how cyberbullying is viewed and responded to.

The use of various research approaches has all offered a valuable and unique understanding to understand how children in middle childhood experience screen time. Turley et al. (2014) revealed how primarily screen time for children by way of a mobile phone was perceived to be extension of their primary caregiver. This study addressed child expectations about the reciprocity of mobile phone contact in relation to family and friends in terms of duration and the negative feelings that arose when a telephone call or a text message was not responded to in a timely manner. Bond (2010) explored how children use mobile phones to manage, maintain friendships and relationships as well as understand risk in their everyday lives. Barron's (2014) use of ethnography provided an in depth knowledge of a rural community in Ireland and shared understanding on how children experience screen time as a measure of parental control that they work hard to avoid. Bryce and Fraser (2013) revealed how screen time involves the acceptance of cyberbullying for children and young people despite the widely held belief it was wrong. Each research study provides unique insights into children's experiences of screen time however none considered the use of "smart" technology in children's lives even when the research was conducted at a time when "smart" devices were already available and widely used.

There continues to be very limited research into children's experiences of "smart" mobile technologies including that of mobile phones and tablets despite the rise in smart phone use, the mobile Internet and other mobile communication. In comparison to quantitative data that is also still limited qualitative research into children's experiences of screen time, especially at

the pre-teen age. The literature review in this chapter raises questions about the importance of child centred research. Lansdown (2011) maintains,

> Adults do not always have sufficient insight into children's lives
> to be able to make informed and effective decisions on the
> legislation, policies and programmes designed for children.
> Children have unique insight, concerns and knowledge
> that could inform decision-making processes in relation to
> screen time to help support them best with how to manage it (p.5)

In summary the academic literature highlights the importance of technological communication for children and young people, which is often unknown to adults. It is clear that this is no passing fashion and that adult society is unsure how to respond. Equally the voice of the child is essential for an understanding of this phenomenon.

With this context using IPA in this study will aim to provide a child focused, in-depth understanding of the children's experience of screen time in the final year of primary school.

2.5 The Research Question

The significance of the existing academic research along with the societal context as illustrated earlier by contemporary commentaries raises the fundamental question:

- **How do children in the final year of primary school experience screen time in their lives?**

2.6 Chapter Summary

In this chapter, I outlined the search strategy (2.2) that I used, the inclusion/exclusion criteria that I employed (2.2.1), and the articles that were returned given my search criteria (2.2.2). I then gave an overview of the literature that I explored as part of the systematic literature review (2.3). In section 2.4, I explored and summarised each article in relation to screen time and children's experience. I concluded by outlining my research question (2.5).

Chapter 3 Methodology

3.1 Chapter overview

This chapter will begin by providing a rationale for the purpose of the research (3.2) and outline the research question (3.3). I will then address the theoretical underpinnings of qualitative research (3.4) including discussing the concepts of ontology (3.4.1) and epistemology (3.4.2) and my position as a researcher in relation to both (3.4.3). Next Interpretative Phenomenological Analysis (IPA) will be outlined including its theoretical underpinnings (3.5) before describing the concept of researcher reflexivity (3.6). I will provide a rationale for IPA in the current research (3.7) and the limitations of IPA (3.8). Following this will be a consideration of the research procedures (3.9). Next, ethical considerations will be outlined (3.10), followed by the data collection procedures (3.11) and data analysis (3.12). I will then consider rejected approaches (3.13) and the assessment of qualitative research (3.14) such as the concepts of validity and trustworthiness. Finally I will discuss researcher reflexivity (3.15) and summarise the chapter (3.16)

3.2 Purpose of research

The proposed research aims to be exploratory and descriptive. To date there has been little appreciable research into the phenomena of screen time. From my initial reading and a review of the literature research screen time is frequently discussed in relation to children's physical health, emotional wellbeing and cognitive development, however, as yet, there has been minimal research from the viewpoint of the child. As noted in Chapter 2, Introduction, OfCOM (2016) carried out an extensive research into media use

and attitudes amongst children and adults. One of the key findings was the rise in popularity for portable devices and that ownership for both smartphone and tablet was fairly even between 10 and 12 years old, after which smartphone ownership increases. At present there is a limited research into children's experiences of screen time across various age groups, including those in their final year of primary school. I choose to explore this particular cohort as I believed this age group would be mature enough to be able to reflect on their experiences, as well as being at an age whereby tablet and smart mobile phone ownership was found to be equal therefore researching both mobile technologies would be appropriate (OfCOM, 2016)

3.3 Research Question Restated

As outlined in the first chapter, the research question for the current study is:

- **How do children in the final year of primary school experience screen time in their lives?**

3.4. Research Strategy: a qualitative study

In order to respond to the research question a qualitative research study was designed because I am interested in exploring individuals' experiences and the meaning they give to the experience of 'screen time' using IPA.

Within social research different research paradigms exist. A paradigm can be described as a worldview and includes beliefs on how the social world and how knowledge being developed is viewed. In the next section various beliefs

and ideas will be discussed in more depth referring to ontology, epistemology and methodology.

In general the two primary research paradigms that are at the opposite ends of the paradigm spectrum include positivism, associated with quantitative research methods, and interpretivism, associated with qualitative research methods. Quantitative research methods, underpinned by a positivist epistemology, are often applied in natural sciences to quantify numerical data, whereby a deductive approach is taken, to test preexisting theoretical ideas or concepts in order to reveal generalisations. In contrast, qualitative research methods, derived from a constructionist epistemology, often applied to social sciences, strives to explore and understand the meaning individuals or groups ascribe to social or human issues (Creswell, 1998). An inductive approach is taken with qualitative research that begins with data collection, leading to the development of theoretical ideas. IPA research does not aim to generate a new theory; instead it promotes an inductive approach to data collection and analysis, whereby the research study's findings emerge from the data. Furthermore, it positions such findings in the context of relevant psychological literature and illuminates existing research (Smith, 2015).

3.4.1 Ontology

As a social research study it is important to address the concept of ontology. Ontology refers to the way the social world and social phenomena are viewed (Matthews & Ross, 2010). Ontology also considers there are different ways of viewing the world – different realities. In general, ontological positions can be described as realist and relativist (Creswell, 2009; Robson,

2011). The realist stance is often taken by natural scientists that advocate a value free way of researching the natural, physical world. When applying this to the social world, social phenomena are observed as one of cause and effect, which can be objectively measured and predicted.

The relativist position on the other hand claims that the social world and social phenomena are constructed ideas that are in constant flux through social interaction and reflection, "There is no social reality apart from the meaning of the social phenomenon for the participants" (Matthews & Ross, 2010). This does not mean that studying the social world is not possible rather it is the meaning that people ascribe to it that is accessible by social research. Furthermore, there is the acknowledgement that social research is not value free and that the researcher carries with them their own meanings and understandings of the social world and social phenomenon. It is worth noting that whereas the realist and relativist position can be classified as opposite ends of the ontological spectrum, critical realism claims there is a social reality, similar to positivism, but that social reality and the social world is in hidden structures and mechanisms (Matthews & Ross, 2010).

3.4.2 Epistemology

If ontology is concerned with what is our reality, epistemology is concerned with how do we gather knowledge about the social world and social phenomena – in general terms, how do we know what we know. Epistemology is the theory of knowledge and is concerned with the question of what counts as valid knowledge, how can it be accessed and interpreted

(Bryman, 2012). Two opposing epistemological positions are - positivist and constructivism - both of which greatly influence how research is conducted. Positivism argues that knowledge reality exist in some external world to be scientifically discovered. Constructivism on the other hand rejects this view of knowledge. Truth and meaning do not simply exist, instead knowledge is gathered by constructing meaning (Gray, 2010), A theoretical perspective linked to constructivism is interpretivism, whereby it is acknowledged that the researcher is involved in interpreting elements of the study through social constructions such as language, consciousness and shared meanings. Within Section 3.5 I will look at two key examples of the interpretivist approach, specifically relevant to IPA: phenomenology and hermeneutics.

3.4.3 Ontological and epistemological position of the researcher

In relation to my own ontological positioning I would consider myself to hold a relativist position. I acknowledge there are multiple realities constructed through experience, interaction and interpretation that social world research can reveal and understand. Epistemologically I position myself as an interpretivist, specifically a phenomenologist that is interested in deriving knowledge by considering the individuals' experience. As an interpretivist phenomenologist I am focused on both the quality i.e. the details of an individuals' lived experience and the subjective meanings that are attached to these to gain an understanding of a phenomenon. Furthermore, I am primarily interested in the intrapersonal experience of this, as opposed to the group experience, although the latter (group experience) is also of interest.

3.5 Methodology – IPA

Within qualitative research there are a variety of methodologies that are all influenced by the researcher's own ontological, epistemological positioning. For this research IPA was used as the methodological framework, as it is both an epistemological position and a set of guidelines for carrying out qualitative research. It aims to explore and understand in detail, how people make sense of their lives in the context of their lived experience. IPA is described as "an approach to qualitative, experiential and psychological research, which has been informed by concepts and debates from three key areas of philosophy of knowledge: phenomenology, hermeneutics and idiography" (Smith et al., 2009, p.11)

In the next section I will outline these theoretical underpinnings and IPA's central characteristics, provide a rationale for choosing IPA for this research study and discuss the limitations of IPA.

3.5.1 Theoretical underpinnings of IPA

To fully understand why IPA is the most appropriate type of analysis for the current research, it is necessary to first understand its philosophical underpinnings. Originated in the mid 1990s, IPA was developed as a specific psychological experiential research methodology with its theoretical underpinnings in phenomenology, hermeneutics and idiography.

3.5.2 Phenomenology

Phenomenology is a philosophical approach to the study of experience. It is concerned with a person's firsthand experience of the world in relation to a particular "phenomena" and how they make sense of this. IPA is therefore considered phenomenological because it involves the detailed examination of a participant's personal experiences and perceptions (Smith & Osborn, 2008).

Historically, there are four key philosophers whom have developed phenomenology in various ways, which underpins IPA: Husserl, Heidegger, Merleau-Ponty and Sartre (Smith et al., 2009). Each one has contributed different ideas to the discipline phenomenology however, a key collective component of their work is a commitment to understanding the lived experience of another.

An important contribution from Husserl (1859 – 1938) was his focus on the process of being reflective with the aim of revealing the true nature of human consciousness: transcendental phenomenology. To look at the world as it is without attempting to make sense of it using any pre-existing understanding. He termed this as holding a 'phenomenological attitude'. One way to achieve this, as suggested by Husserl, was to 'bracket' - to put to one side, 'the taken for granted world' so that one's perception of the world can be looked at in greater detail without preconceived judgment. This phenomenological method to 'bracket' is also a well-known mathematical technique.

Following on from the work of Husserl was Heidegger, one of Husserl's students. Although the two phenomenologists agreed on the importance of the reflective process and to adopting a 'phenomenological attitude' Heidegger argued that 'bracketing' was in reality too difficult to achieve. He stated that a person's being is always "in relation to" something else, be that culture, objects, relationships and language thereby a "person is in context". Heidegger stated this relatedness could be illuminated with the phenomenological concept of "intersubjectivity" – our engagement in the world is shared, overlaps and relational (Smith et al., 2009). The difference in opinion on bracketing also has repercussions for the study of interpretation, hermeneutics, which will be looked at in more detail in the next section on hermeneutics.

Another philosopher that has influenced IPA was that of Merleau – Ponty, (1964) whom emphasised the influence of the body on our being in the world. Embodiment he argued meant that although we can observe and experience empathy for another we can never entirely share or understand the other's experience.

IPA is also underpinned by the work of Sartre (1905-1980) who embraced existential phenomenology – the self is not a pre-existing unity but is constantly developing. Another important notion for Sartre was the concept of nothingness, that our experiences are contingent upon the presence and absence of our relationships to other people, and that nothing is experienced in isolation of these.

3.5.3 Hermeneutics

Hermeneutics is the theory of interpretation and was historically concerned with the interpretation of religious, historical and literacy text. To date there are three key theorists who have greatly influenced hermeneutics: Schleiermacher, Heidegger and Gadamer.

Schleiermacher (1768 - 1834) argued that interpretation was a two-step process. Firstly, there is the literal reading of the text objectively; grammatically, and then there is the psychological interpretation, which is printed on the text by the author. Therefore part of the interpretation process is to understand the writer, as well as the text, which is achieved through a researcher's detailed analysis (Smith et al., 2009). The result of which is that the interpreter is able to offer a perceptive on the text, which the author is not.

As stated previously Heidegger (1889 - 1976) advocated the importance of studying experience, in particular hermeneutic phenomenology, arguing that it was only through interpretation that experience could be understood. Heidegger was concerned with both the visible and hidden meaning of text, alongside what the reader brings to the interpretation i.e. prior experiences, assumptions and fore-conceptions; a concept created by Heidegger to encompass the interpretive expectations that we may bring to a text or experience. This complex relationship between the interpreter, their fore-conceptions and the new phenomenon, highlights how the process of bracketing as outlined by Husserl would be the ideal. However, Heidegger argues bracketing is only ever partially achievable because of preexisting

fore-conceptions (Smith et al., 2009).

Gadamer (1960/ 1989) was primarily concerned with historical and literacy texts, emphasising the importance of history. Similar to Heidegger he too was also able to accept that that there is a complex relationship between the interpreter and the text, as outlined above. Gadamer's main priority was the need to understand the text first and foremost, as opposed to needing to understand the author.

The hermeneutic element of IPA means analysis can include the inclusion of the hermeneutic circle, whereby understanding the relationship between the parts, for instance a word, and the whole, the complete text. As stated by Smith et al. (2009) "Understand any given part, you look to the whole; to understand the whole, you look to the parts". IPA also asserts that a dual interpretation process occurs, described as a "double hermeneutic" whereby "the researcher seeks to make sense of the participant making sense of their experience", Smith et al. (2009, p.187). Capturing the meaning of the reality of the participant is important and the researcher recognised the role they play in revealing this meaning.

3.5.4 Idiography

IPA research is idiographic in nature. This term can imply two meanings and often both are applied in IPA: the study of individual persons and also the study of specifics (Windelband 1894/ 1998). For instance, IPA deals with studying specific individuals as they deal with specific situations or events in their lives. Although IPA studies may operate on a case-by-case basis Smith & Eatough (2006, p.325) argue that its dual emphasis on

phenomenology and hermeneutics means, "It should be possible to learn something about both the important generic themes in the analysis and the narrative life world of the particular whom have told their stories". In this research study a detailed in depth analysis has been applied and will be further discussed in more detail in the methodological section.

3.6 IPA Characteristic - Reflexivity

In researching another individual's lived experience the IPA researcher also needs to be fully aware of how they too experience the world. This is known as reflexivity (Fox, Martin and Green, 2007). Qualitative research is interpretative research and a degree of reflexivity is needed to explicitly identify and reflect on personal biases, values and other influencing factors such as gender, age, culture and socioeconomic status, which can influence the interpretation process.

Throughout the research I was required to uphold a continuous awareness and consideration of what personally may impact on the research process, for example my personal experience of the research topic, my reasons for choosing the topic and any feelings or bias while undertaking the research (Smith et al., 2009).

3.7 Rationale for IPA in the current research

IPA was chosen as the methodological approach for this research study for several reasons. Firstly, IPA is concerned with the lived experience of others and how people make sense of this, which was of interest to me. I also believed capturing the child's lived experience in this way would be a unique standpoint to take because there is a shortage of research that

focuses on this and, listening to the voice of the child is paramount to government guidance and legalisation in schools.

Secondly, the hermeneutic nature of IPA whereby the researcher engages with "double hermeneutics" – interpreting another's interpretation – and the challenge this would bring via 'bracketing' (to put to one side pre-existing understanding to reveal true meaning) was also appealing.

Thirdly, the idiographic element of IPA was of interest as it involved a small sample size thus allowing for greater time and care to be taken on each participant's account in very stage of the research process.

3.8 Limitations of IPA

Although many are attracted to the application of IPA there are also limitations to the approach that needs consideration. Firstly, IPA is often viewed as being overly descriptive and fails to provide an explanation for why things happen. Nonetheless a counter argument to this is that IPA does not claim to be explanatory and therefore such a criticism is unfairly applied (Willig, 2008). Secondly, IPA expects and relies on participants to be able to articulate their experiences. This in itself then limits who may be able to take part in an IPA study. For instance, children are often not asked to participate in IPA research. Being mindful of this for this research study meant I chose the location of the interview to be within the school in the hope that this would put a participant at ease and thereby encourage verbal communication. Thirdly, the IPA approach assumes language is key to conveying experiences and it could be argued that the choice of words by a participant constricts

revealing an actual experience as it only conveys a version of that experience that the participant is willing to talk (Willig, 2008).

3.9 Research procedures

Prior to carrying out the research ethical approval was sought from both the Tavistock and Portman NHS Trust via the submission of a research protocol whereby full ethical approval was granted (Appendix D). After this ethical approval was also sought from the local authority in which I was working in (Appendix E).

3.9.1 Participants and sampling

Typically, IPA uses a small sample size to allow for considerable time to be spent on each participant's account, for both practical and theoretical reasons. Generally, no more than six participants should be involved with an IPA study (Smith et al., 2009). For these reasons a research study of five participants was deemed acceptable.

In this research study the sample was purposive. As stated by Coolican (2014, p.51) purposive sampling participants are, "Selected on the basis of those who are most representative for the issues involved in the research or likely to have expertise in the matter". A specific perquisite for IPA research is to aim for a fairly homogenous sample in that the participants have experienced a phenomenon similarly and to also allow for the individualistic consideration of particular experiences (Smith et al. 2009).

The participants were recruited based on the following criteria:
- Each participant was in the last year of an inner city primary school

- Accessed screen time at home via a handheld smart device, specifically a smart mobile telephone and a smart tablet

- Have been accessing one or both devices with parental permission in the last year

As previously mentioned the purposes of this research study screen time is defined as the use of a handheld smart electronic device that is generally connected to other devices or networks via different wireless protocols such as Wi-Fi, 3G, 4G that can operate interactively allowing users to both find and share information.

3.9.2 Recruitment and access to participants

Initially I began the recruitment process by collating a list of the primary schools in the borough and electronically invited each one to express an interest in the research study. I also stated a date to which I needed to have a response by. Out of the 70 number of schools that I contacted three primary schools responded with an interest for further information. The school that responded first was picked to take part in the research study. I informed the other two schools that a school had been selected. Additional information was then sent out to this school. Having created an information letter for school, parents and pupils I printed 60 copies prior to meeting the two Year 6 teachers. Upon visiting the school I met two members of staff to ask whether they could ask each Year 6 class if the pupils could raise their hand whilst putting their head onto the table so to anonymised who used a smart mobile phone and a tablet. Of those who communicated they did they were given an information letter with details of the research along with a consent form for

their parents (Appendix G). The school and I agreed a suitable date, time and location for the interviews and on the day I was able to collect the five signed parental consent forms.

At the time of each interview, I introduced myself explaining the research using the written information sheet. Having explained the research study the pupil read the consent form out whilst being given the opportunity to ask any questions about the research. Both confidentiality and anonymity were detailed on the consent form.

3.10 Ethical considerations

Ethically all EPs and EPS have to practise and operate in accordance with the British Psychological Society's Ethical Code of Conduct, (BPS, 2009) and this applies to those undertaking research in the field of psychology. There are several key values highlighted by the Code of Conduct (BPS, 2009), which I too feel strongly about: informed consent, confidentiality and anonymity, respect, responsibility, competence and integrity.

Informed Consent

Informed consent is the most pressing ethical issue for any research study involving human participants. Prior to recruiting participants consent was sought from the school, parents and participants via a participant consent form (Appendix F), parent information and consent form (Appendix G) and participant information sheet (Appendix H). I have previously outlined in Section 3.9.2 the process in which informed consent was gained and therefore I will not detail it here again. I will now draw attention to the notion that all participants were aware they of their right of withdrawal from the

research as noted in the information sheet (Appendix H).

Confidentiality and anonymity

To protect confidentiality of the participants each participant's identifiable data was anonymised, for example their name and the name of the school. At the beginning of the interview it was examined that only under exceptional circumstances that confidentiality would be breached. Such as if there was evidence to suggest serious concerns about: (a) the safety of themselves; (b) the safety of other persons who may be endangered by the their behaviour; or (c) the health, welfare or safety of children or vulnerable adults (BPS, 2009). Should a disclosure have occurred the Child Protection (CP) procedures of the Local Authority, as well as the protocols in the school would have been followed. Given the nature of this research study I also familiarised myself with the school's protocols on mobile telephone use and their online safety policy. The collected data was treated respectfully and stored in accordance with the Data Protection Act (1998), including destroying the interviews once transcribed.

Responsibility

Another important ethical principle is that of responsibility. The researcher will have an ethical responsibility not to harm those participating (BPS, 2009). This will include a consideration of the research from the standpoint of research participants, for the purpose of eliminating potential risks to psychological well-being, physical health, personal values, or dignity (BPS, 2009). This responsibility will include making participants aware that there is the potential risk that an unpleasant or unsettling memory or experience may be trigger during the research study. To ensure this is

resolved the researcher will ensure will be granted the space to debrief, raise any concerns and/ or ask any questions.

Competence

Finally, the ethical principle - competence - is of vital importance. One way I ensured this was familiarising myself with the Code of Conduct, (BPS, 2009) which advocates practising within professional boundaries included accessing supervision, understanding the previous research literature in your chosen research topic and knowing the limitations of my chosen research methodology. To support my competence I attended monthly individual supervision sessions as part of my course requirements for the Doctorate in Child, Community and Educational Psychology, and attended an IPA group, run by an Educational Psychologist. The group is in its fifth year and is open to those who are considering or undertaking IPA research at post-doctoral level. The IPA group met termly and was an opportunity to share experiences of IPA research and gave each member the space to question and reflect with others, should they wish.

Integrity

The research study will adhere to the principle of integrity by acting with honesty and accuracy, and being aware of any ethical misconduct. One key issue under the umbrella of integrity is that of power differences. Given that the present research study involves children it is important to recognise the power imbalance that can occur between myself and the participants so as to not further perpetuate it. I will reflect that inevitably my age and gender may impact on how the children chose to converse with me. The role of power also needs to be addressed in light of vulnerability. To try to build rapport at the

beginning of each interview each participant was reassured that there were no right or wrong answers; rather it was their own personal experience that was of interest. I was aware throughout the interviews that I needed to make a conscious effort to adopt the researcher role rather than a more therapeutic one, which would be more similar to my role as an Educational Psychologist in training.

3.11 Data Collection

I will now outline the data collection procedures employed in this research.

3.11.1 Interview design and schedule

Interviewing is a powerful and widely used tool in qualitative research, which lies on a continuum from unstructured to structured (Smith and Eatough, 2006). For the majority of IPA studies semi structured interviews are used however other methods of data gathering can include diaries (audio, video, written) or various other forms of writing. An advantage of a semi-structured interview is its flexibility in that the interviewer can, in the moment, can choose to pursue a certain issue of interest should it arise. As Smith et al. (2009) states a qualitative research interview is, 'a conversation with a purpose' so that the participant's story can be fully captured. It is also accepted that the interview questions may change once the interview gets underway, but there is at least an intention to ask and frame questions in a certain way (Smith et al., 2009).

In relation to the interview questions a semi-structured interview schedule was devised before carrying out the interviews. The interview schedule

consisted of a number of questions beginning with more general descriptive questions, such as where and when is screen time accessed, before developing into more evaluative questioning such as how participants felt about screen time and physical health, family/ friends, social emotional wellbeing and learning.

At the end of each interview I asked each participant if they had any questions that they wished to ask me or felt there was anything about their experience of screen time that had not yet been addressed in the course of the interview that they wanted to discuss.

A limitation of interviewing is that conducting interviews is a skill in itself. Fortunately training received via the educational psychology doctoral programme had helped me to prepare for the interview process and highlighted the importance of developing rapport, being reflexive and exploring different interview techniques such as different types of questioning i.e. descriptive, circular, prompts and probes (Robson, 2011; Smith et al., 2009).

A pilot study was not conducted as part of this research study. There were several reasons for this. Firstly, I was aware of the limited time available for the research process and conducting a pilot study can be time consuming. I was also mindful of a potentially ethical dilemma of giving a child the opportunity to voice their experiences then having to inform them their data was not included. Furthermore, I was concerned the pilot study may influence how I responded to the participants in the main study.

3.11.2 Transcription

To be able to capture what each participant says each interview was audio recorded, with permission to record sought beforehand. IPA requires each interview to be transcribed. Within this transcription it is essential that all the spoken words need to be recorded. However unlike other epistemological orientations, such as narrative research, not all verbal utterances or exact length of pauses need to be accounted for. It is also acknowledged that certain social interactions will not be captured via the transcription and that the transcription itself is an act of interpretation (Smith et al., 2009). For this research study I recorded using a Video Camera but using the audio function only so that neither the participants nor myself were visible.

3.12 Data analysis using IPA

IPA analysis shares the same aims of other phenomenological approaches to data analysis in that it aims to capture individual experience to discover and understand the meaning that a participant attaches to such experience(s). To be able to find such meanings the researcher has to become fully engaged with the interview text and the process of interpretation (Smith and Osborn, 2015). Doing this involves both the 'double hermeneutic' whereby as the participants are trying to make sense of their world; the researcher is trying to make sense of the participants trying to make sense of their world. The IPA researcher also engages with the 'hermeneutic circle', whereby the researcher moves between the whole and the part when interpreting thus carrying out analysis, 'Each sentence contributes to the understanding of the paragraph as a whole but the unfolding paragraph in turn helps the interpretation of each sentence', (Smith and Osborn, 2015).

Smith et al. (2009) suggests guidance on the various steps of analysis however it is not intended to be fully prescriptive, instead the researcher is encouraged to be innovative. Larkin (2006) further points out that it may be more useful to view IPA as a stance from which data analysis is approached, as opposed to a method. To support novice researchers Smith et al. (2009) propose various steps and strategies to conduct analysis, which I followed when carrying out this research study.

Exemplar steps to help with analysis:

- Step 1 - The researcher to fully immerse themselves in the research by reading and re-reading the data.

- Step 2 – Annotating the transcripts to include, descriptive, linguistic and conceptual comments.

- Step 3 – Develop emergent themes that reflect the participant's original words and thoughts, as well as the researcher's interpretation

- Step 4 – Searching for connections across emergent themes

- Step 5 – Moving to the next case and repeating

- Step 6 – Looking for patterns across cases

(Smith et al. 2009)

Analytical steps

> ➢ First Step

As a relatively inexperienced researcher I entrusted Smith et al. (2009) to provide guidance to the process. Having initially transcribed each interview I then listened to the interview whilst reading the completed script. Whilst re-reading the transcripts I also recorded some of my most penitent recollections from the interview experience in a separate note book to help with bracketing off prior existing thoughts/ interpretations.

> ➢ Second Step

Moving onto the second stage I began annotating the script using exploratory commenting to immerse myself in the participant's world. Such aim of the included descriptive – focusing on the describing the content, linguistic – focusing on the specific use of language and conceptual – focusing on the more interrogative and conceptual level, so instead of searching for understanding more abstract questions are asked, inspired by the data, to explore potentially hidden meanings (Smith et al., 2009). It was at this stage that I began to see the use of contradictions, similarities, differences, repetitions, hesitations, metaphors and imagery.

> ➢ Third Step

Having begun to categorise I moved into stage three, which aims to reorganise the data: reducing the volume of detail whilst reflecting its complexity. Working primarily with my notes the end result is to capture both the participant's thoughts as well as my interpretation of these. Appendix J highlights shows how I moved from initial notes to themes.

➢ Fourth Step

During this stage the emergent themes are searched for connections, which are then mapped out. Smith et al. (2009) suggest specific strategies to help find patterns and connections: abstraction, subsumption, polarisation, contextualisation, numeration, function and bringing it together. Each strategy is explained as below.

➢ Fifth Step

The fifth step in the analysis highlights emphases the need to stay committed to the ideographic element of IPA, especially when moving from one case to another.

➢ Sixth Step

Once all the interviews are analysed the final step is to look for patterns across cases i.e. what connections can be made across the cases? Smith et al. (2009) claim that at this stage it can become apparent that the research has a dual quality whereby themes can be present on an individual level and shared across cases.

Smith et al (2009) are keen to point out that the aim of the analytic process is to find a means of drawing together emergent themes whilst revealing the most important aspects of the participant's account. One suggested strategy to help find connections (sixth step) is to write out the list of themes, cut up the list, then use a large space to move themes around allowing a spatial representation of how themes relate to one another. This was a strategy that I found useful however instead of hard copy I used PowerPoint, which I will discuss in more detail in the Chapter 4, Analysis. Smith et al. (2009) also

suggested the following specific strategies to look for patterns and connections between emergent themes:

Specific strategies for analysis

> **Abstraction**

After grouping emergent themes according to a similar concept, an ordinate theme can then emerge at a higher level.

> **Subsumption**

Subsumption is a process whereby an emergent theme is titled an ordinate theme because it represents a group of related emergent themes. This was the case with a number of emergent theme titles that moved to ordinate titles and finally superordinate themes.

> **Polarisation**

Using polarisation, transcripts were analysed for difference instead of similarities and emergent themes were gathered that had an oppositional relationship.

> **Contextualisation**

Another way to analyse the transcripts for connections is to identity contextual clues, such as time-based, cultural and narrative elements within an analysis (Smith et al., 2009.)

> **Numeration**

This is a useful strategy as it highlights the frequency in with which an emergent theme appears throughout the transcript. As Smith et al. (2009) state that although this presents as unusually quantitative it can reflect the importance of emergent themes especially when questions are open ended.

➢ **Function**

Emergent themes can also be examined for the function they hold. For instance, does the language used in the interview position the speaker in a certain way, for example, expert/ victim.

Smith et al. (2009) notes that all of the specific strategies, as noted above, are not mutually exclusive and that organising themes can occur in more than one way. During this analytic stage I made notes in my research diary stage to describe strategies I had used. Smith et al. (2009) states the researcher should create a graphic representation of the emergent themes and super ordinate themes that emerge from the analysis annotated with page/ line and key words from the participant. I used a chart to help with this representation. The analysis process for the current research study is explored in further detail in Chapter 4, Analysis.

3.13 Rejected Approaches

Psychosocial

Prior to carrying out this IPA study other methodologies were considered. This included psychosocial research. It draws insights, techniques and theory from both psychoanalysis and sociology in order to understand the relationship between individual subjectivity and the social world. Its aim is to understand the subjectivities of the respondents through the exploration of unconscious rather than simply the conscious narrative presented in an interview (Hollway and Jefferson, 2000).

A critique of the psychosocial approach is that it relatively new as a methodology and that it takes an expert view of those taking part in the

research. As Frosh and Baraitser (2008) argue it is, "an interpretive practice that seems always to know best, or at least to know subjects better than they know themselves". In relation to carrying out research whereby a child's viewpoint is present such an approach would seem counter intuitive. I believe there is also the issue of consent for this type of research due to its therapeutic nature and whether an individual is aware of the methodology before consenting. Given the age of the participants for this research study it is questionable if they would have had the emotional maturity.

Q methodology

Q-methodology is both qualitative and quantitative in nature and examines the viewpoints of others subjectivity. Broadly speaking the researcher creates various statements relevant to a particular research topic. Participants are asked to sort through these statements and arrange in pre-determined grid, which creates a card order. This data is then analysed to identify pertinent factors. The qualitative part of the research study involved interviews being carried out to allow for interpretation and exploration. If I had chosen this methodology I would have created cards that had statements and visuals to make each one age appropriate and child friendly. I decided against the use of Q methodology for a number of reasons. Firstly I felt that the quantitative element and focus on shared voices would lessen the experience of the individual in a research area that is already limited in including the voice of the child. Secondly, I was aware that the participants would be drawn from a limited sample and I was uncertain as to whether I would be able produce a large sample size typically employed by Q-methodology. Critically,

I decided upon IPA as it best answered the research question I wished to investigate.

3.14 Assessing the Quality of Qualitative Research

In general it is widely accepted that qualitative research cannot be judged on the same criteria that quantitative research is, such as generalisability and reliability, especially considering the differences in ontology and epistemology (Yardley, 2000, 2008). Instead qualitative researchers, such as Elliott (1999) and Yardley (2000, 2008) propose a more varied framework for assessing the quality of qualitative research. Although not specific to IPA it was decided for this particular research study that the criteria proposed by Yardley (2000, 2008) would be appropriate, as well as being a well-established means of assessing research quality (Smith et al., 2009).

Yardley (2000, 2008) outlines four elements of qualitative research that can ensure that any data collected and analysed is as valid as possible: sensitivity to context; commitment and rigour; transparency and coherence and impact and importance.

1) Sensitivity to context

The data needs to be considered in context of where and how it was collected, which includes the researcher's careful interpretation of the participant's voice during data analysis. In this instance the participants were interviewed in a safe, familiar space within their school and where reminded at the beginning of the interview verbally and in written form that they could withdraw from the research, should they wish. Furthermore, the day that the

interviews were conducted both class teachers were away and therefore the interviews were scheduled on this day to minimally impact on their regular learning timetable.

2) Commitment and Rigour

Commitment can be described as the engagement with the research topic, such as the researcher's attentiveness to data collection and analysis (Yardley, 2000, 2008). I believe commitment to the research study was demonstrated initially by identifying and highlighting in the write up my ontological and epistemological stance. Secondly, commitment to the data collection began with my liaison with the school to ensure the interviews could be carried out in a safe, quiet space.

Rigour refers to thoroughness of the study, such as the quality of the interview, how appropriate was the sample in light of the research questions and how complete was the analysis. Related to the research sample is the importance for IPA research to achieve homogeneity in relation to the experienced phenomena. With this in mind a definition of 'screen time' was closely defined, as outlined in Chapter 1. In addition to this, rigour was achieved by undertaking in-depth analysis whilst also being able to access supervisory support. Smith et al. (2009) also notes that by conducting a quality interview rigorousness as well as commitment will be demonstrated.

3) Transparency and coherence

Transparency refers to how clearly written were the stages of research and is the researcher's reflexivity explicit. For instance, I have attempted to be transparent by including how participants were selected and show steps of

the analysis. Furthermore I have acknowledged my own personal values and biases earlier in this chapter. In relation to coherence, the question is whether the write up makes sense and do the underlying theoretical assumptions of IPA fit with the research. For example, are hermeneutic and phenomenological concepts of the research recognised in the write up?

 4) Impact and importance

This element of assessing qualitative research involves asking whether the research is interesting or useful. As an IPA researcher this is an obvious aspiration and as outlined in Chapter 1 the child's viewpoint on screen time is often not the focus for research and it is a topic that is widely debated in relation to children's lives at present. I will explore the "Impact and Importance" in Chapter 5, having provided an overview of the research findings in Chapter 4.

The concept of trustworthiness created by Lincoln and Guba (1983) is also worthwhile considering when assessing the value of a qualitative research study. This involves establishing; (1) Credibility - confidence in the 'truth' of the findings; (2) Transferability - showing that the findings have applicability in other contexts; (3) Dependability - showing that the findings are consistent and could be repeated and (4) Confirmability - a degree of neutrality or the extent to which the findings of a study are shaped by the respondents and not researcher bias, motivation, or interest.

The validity of a qualitative research study can also involve the researchers documenting the research from the very beginning; creating an audit trail so that should someone wish to they would be able to follow the chain of

evidence leading form initial documentation to the final write up, for example by using a research diary (Yin, 1989 as cited in Smith et al., 2009). This allows an assessment of whether this particular research has been systematically and transparently produced. For example, documenting initial notes on the research questions, interview schedule, draft reports to allow someone to cross check the final report with decisions made during the research process. In this current research study this 'audit' was achieved by completing a research diary which helped identify decisions points in the research process as well document discussions with my supervisor, such as question formulation and themes from transcripts.

3.15 Researcher reflexivity

Throughout the planning of the research and the research process I have endeavoured to develop and demonstrate my researcher reflexivity.

As stated by Hammond and Wellington (2013), reflexivity generally refers to the examination of one's beliefs, judgements and practices during the research process and how these may have influenced the research.

It is an essential part of qualitative research in order to provide credible and plausible explanations for participant's experiences while avoiding making assumptions. It also allows the researcher to reflect and adapt during the interview process by considering their role and experience (Cohen et al, 2009). IPA is vulnerable to researcher bias and therefore it is important to develop effective reflective researcher skills.

Prior to the research process beginning I was anxious about finding a school. Once this was secured I began thinking about how many participants I would need. I was anxious that either too many or too few would be interested in taking part. Prior to the interview day I was informed that six children and their parents had consented. On the day of the interview I found out that one participant had dropped out and that I was going to be interviewing five. I was curious about why a parent, at that point in time, had withdrawn permission however as it did not jeopardise the research process I quickly moved on. I was relieved that a comfortable space had been arranged for the interviews, which helped with the anxiety of carrying out the interviews. I believe the anxiety was related to not having carried out IPA before and wanting to ensure the interview process went as well as possible for each participant. I pre-tested the video recorder making sure it was set to record audio only.

Prior to choosing IPA I had read and discussed with my supervisor the issues around the use of IPA with children. Two concerns were whether the children would be vocal enough and be able to think about their thinking. However I researched other IPA studies whereby children had successfully been participants, which provided reassurance that it would be possible for this research study.

The use of a research diary, which I started at the beginning of the research journey, was a helpful tool for researcher reflectivity. It was a space to document thoughts and note what had worked well and what had not. Throughout the research process I also had the opportunity to share my

personal reflections with my research supervisor, which also allowed me to consider what I personally was bringing to the interpretation of the research data. Furthermore, during the research process I attended an IPA group, which allowed me to hear about other people's research, their reflections on and gave me the space to reflect on my own research journey.

Prior to carrying out the research I was aware that interviewing was a skill in its own right and that I would draw upon my educational psychology doctoral training to support the researcher role when carrying out interviews. Various psychotherapeutic approaches taught on the educational psychology training programme, for example cognitive behavior therapy, motivational interviewing, also encompass successful interviewing techniques. For instance, ensuring a child or young person is comfortable with talking so that a relevant discussion can be instigated is a key part of carrying out psychotherapeutic approaches and interviewing (Boyle, 2007). To help put the participants at ease I also used active listening skills, build rapport quickly and sensitive responded throughout the interview. Furthermore I also drew upon my previous experience as a researcher to support the data collection process and was aware that successfully interviewing was dependent on being able to ask open-ended questions and probing. At the end of each interview I asked each participant if they had any questions for me thus putting them in control of the interview. Many of the participants did ask me a question or two, which hopefully felt empowering to them. I personally felt being asked questions allowed the power imbalance between myself and the participants to be somewhat addressed.

After the first interview I noticed that my anxiety had reduced and was relieved that the participant had a lot to say in response to the interview questions. On reflection having a talkative interviewee first provided some reassurance that the interview questions were appropriate and subsequently helped me feel more at ease with the process. In future I would look to plan in a pilot interview to help deal with this initial anxiety.

During the interview I was concerned that the participants drew on experiences that related to screen time as defined in this current research study. In hindsight I wonder if that anxiety could have been avoided had I replaced the term screen time with mobile technologies. I did however reminded the participants of the definition and even checked in with them at the end of the interview that they had that definition in mind when asking the questions.

3.16 Chapter summary

This chapter has explained the study's methodological orientation, provided details of its research design, addressed ethical issues, commented on audit trail and acknowledged reflexivity. I will now in the next chapter present the research data.

Chapter 4 Analysis

4.1 Chapter overview

In the following chapter I will provide an account of the research findings and analysis. Firstly I will explain in detail how I went about the process of analysing each participant's data (4.2). I will then present the findings on a case-by-case basis, preserving the idiographic nature of IPA (Smith et al. 2009). For each participant I will present a superordinate theme chart (4.3, 4.4, 4.5, 4.6, 4.7). The chapter will close with a consideration of commonalties across each participant, identifying overarching themes (4.8) and conclude with a summary of my findings (4.9).

4.2 The Analytic Process

Having transcribed each interview I began the analytic process in the same chronological order of the interviews while following the guidance of Smith et al. (2009) as noted in Chapter 3, Methodology, section 3.12. Using a suggested template I created a table for each participant's transcript whereby analytic comments could be added. These exploratory comments included descriptive, linguistic and conceptual comments. Furthermore a section for emergent themes was also included. Both the exploratory comments and emergent themes were colour-coded on each transcript. Emergent themes were noted in purple text and then green text during additional visits of the emergent themes. Once the emergent themes were identified for each emergent themes were written in a text box and moved around to create superordinate themes (Appendix I). This strategy was a computerised version of working with hard copy whereby a list is made of the themes, cut up then

moved around a large space (as noted in Chapter 3). In relation to specific strategies I found abstraction, polarisation and numeration particularly useful. I showed my analysis to my supervisor, a qualified main-grade EP, who felt that it was an accurate representation and interpretation. I have used quotes to name the superordinate themes relevant to each participant to keep the experience of each participant alive. In relation to revealing overarching themes I followed the guidance of Smith et al. (2009) stating that themes need to occur across a minimum of three or more participants to be considered overarching. These are presented in Table 1 (see below) and colour coded as noted by the key chart (p.116).

4.3 Participant 1 - Nadia

Nadia is 10 years old. She lives at home with her mother, father and two brothers. She currently uses a smart phone to access screen time and sharing it with a parent. Nadia use to have a tablet however this now belongs to her brother. Nadia's experience is characterised by the super ordinate themes in Diagram 1.
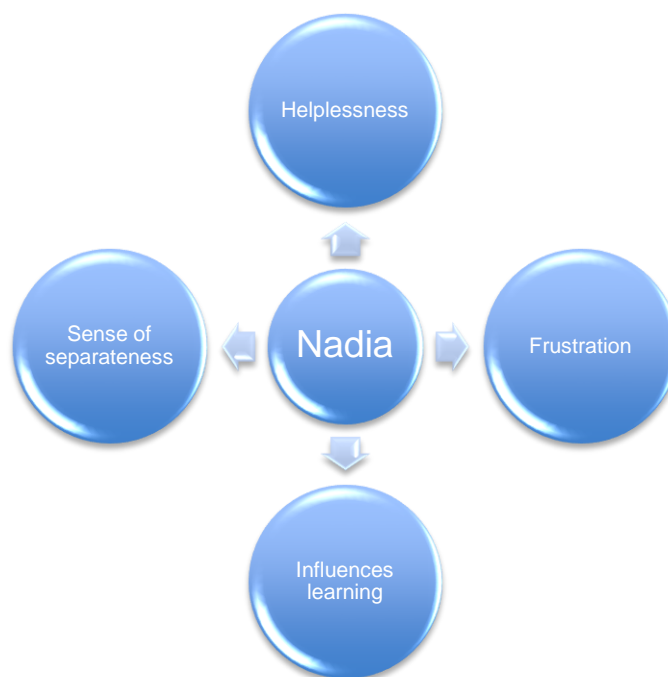
Diagram 1: Nadia's Superordinate Themes

4.3.1 Superordinate Theme 1 - Helplessness *"You can't help it"*

Nadia explains she watches the video-sharing site YouTube where she discovers 'Do It Yourself videos' and 'Virtual Bloggers - Vloggers'. Nadia repeatedly states that her she "*cannot help*" her use of screen time. I interpret this as Nadia not being able to control her use of screen time, particularly in relation to the video-sharing site YouTube. Screen time is described as '*a habit*' and '*an addiction*' - *"You just get addicted, you can't help it,* (Nadia, 186). This I believe conjures up a sense of helplessness,

"So you say I'm just going to watch this video then you watch five videos. Because you just see after one video you see another that you really want to watch, you watch it, you can't help it" **(Nadia, 81-85)**

The use of the word "*catchy*" I perceive as screen time being perceived as contagious by Nadia – she cannot escape the experience of screen time.

"You get so catchy with the YouTube stuff and the games and when you slide down you keep finding new things and when you try to stop you just can't help it" (Nadia, 166-170)

There is a sense that *"finding new things"* is a positive experience for Nadia, but this also prevents her from being able to control the amount of time she spends on screen time. My interpretation of this is that screen time is a powerful influence on Nadia's behaviour, as highlighted by the following quote:

"You want to run around for your own purpose for fresh air and then when you are at home you are just on the phone, because you can't help it, it's just a habit" (Nadia, 190-194)

Nadia describes in detail when she uses screen time, her pattern of usage, which conveys how embedded it is to her day to day life during a school week,

"I go to Arabic classes when I come back at 7 pm I'd use it for probably half an hour, then watch TV or do homework, then go back to it for 15 minutes then my mum would be saying go to bed. I maximise it in those 15 minutes because I think that I've done my homework so I can rest or do what I want," (Nadia, 97-104)

Throughout the interview there is a sense of dissonance between what Nadia does and what she thinks she should do. For example, she would like to priortise her school work before screen time but does not do so,

"I say in my head when in school I'm going to finish this book today and then when I go home I'm straightway onto the phone!" (Nadia, 317-318)

This conveys a sense of helplessness. Nadia also questions the time she spends on screen time, but continues to do so nonetheless,

"Sometimes I think I could be doing other important stuff, because sometimes I leave my homework until the last day" **(Nadia, 75-77)**

Nadia states that she and others are ignoring additional life activities when using screen time,

"Because we are just on our phones now… we should take notice of wildlife or things like that. We never take notice of that now…"
(Nadia, 443-446)

The extent to which screen time can influence Nadia's behaviour, the power it has, is highlighted when she repeatedly states other areas of her life are neglected because of it, such as being physically active:

"You stay inside, watching, instead of going out outside, playing and having fresh air" **(Nadia, 178-180)**

The use of the word *"just"* allows Nadia to down play or justify why she so frequently uses screen time. Giving precedence to screen time seems to support her own idea that she is addicted to it. It is something she feels she cannot control even when it causes her physical discomfort,

"I sometimes I think it might affect our eyes because after I've used it for quite a long time my eyes start to burn and then sometimes I try to go to sleep but it doesn't really help because my eyes are just stinging"
(Nadia, 161-165)

4.3.2 Superordinate Theme 2 - Frustration "I had the tablet for quite a few months, it was just mine"

Nadia appears to obsess over the fact that she use to be able to experience screen time via her own device. There is also a deep sense of frustration that this is no longer the case and for Nadia's experience of screen time overall.

"I've been asking for a tablet, I've been asking for quite a long time" **(Nadia, 111-113)**

Nadia describes the first time she was given her own screen time device,

"My Uncle bought it for me, none of us had anything before that, my Uncle said he would get me one because I felt kinda…because I wanted to play on my cousin's iPad and I never got a go" **(Nadia, 354-358)**

There is the sense that this was transitional moment for her and that her frustration was alleviated when she received her own screen time device. However when she her device is given to her sibling the frustration returned and there is a sense of loss from this,

"I had the tablet for quite a few months it was just mine, then my brother wanted to have it 50/50 and then I had it half the time and the next thing I started reading a lot and then when my brother was angry with me - started to change the password. I felt really sad" **(Nadia, 337- 343)**

The following statement implies how important accessing the internet via screen time is to Nadia,

*"One year we survived without Internet" (*Nadia, 365-366)**

The use of the word *"survived"* implies screen time is a matter of great importance to Nadia – a matter of life and death.

Despite having the opportunity to use a parent's screen time device it is not being able to control her use of screen time that seems to cause her the

frustration. The following quote I interpret as Nadia viewing screen time as something that should be private,

"But I've been thinking in December I could get my own one because my mum needs her own phone, her personal things, and I sometimes I feel bad but my mum does let me go on it" (Nadia, 115-119)

Without ownership and because of the frustration Nadia feels she is willing to risk disobeying her parents,

"If I needed to use it quickly I would use it without her knowing but now if it's after bedtime she gets really angry" (Nadia, 282-286)

There is also a sense that not 'owning' her own tablet Nadia feels excluded at home, hence why it matters to her to be able to access screen time independently and privately,

"I feel really sad because I can't join in with their social stuff. They go on Whatsapp. They talk on Instagram as well. I can't do that because they say I am too young for it. I understand I am too young but I can go on YouTube and watch it. Because they say…because I don't have my own tablet" (Nadia, 343-352)

The importance of owning a screen device and the frustration she experiences also seems to be tied up with Nadia's identity as she recognises her experience of screen time is correlated with her age and her ability to act responsibly,

"They are going to get me a tablet so I think it might be probably when I come to an age…when I can be responsible for doing my own stuff on social media" (Nadia, 590-592)

Related to frustration is Nadia's dislike for using screen time to 'post' on social media sites, which also seems to cause her anxiety,

"I don't like posting pictures of myself on social media like on YouTube because I am shy about doing that. I always think about what other people are gonna think about me but then people say don't think about

other people think about you…sometimes I give pictures to family but I am not into social media, Instagram, Facebook or things like that"
(Nadia, 382-390)

Nadia claims that prior to using screen time she had high hopes and aspirations to be a writer however she has concerns that screen time will shift her identity and potentially stop her achieving her life goals. This I would interpret as screen time being a frustrating experience for Nadia,

"I really want to become a writer when I am older, do children books, but then I'm thinking if I go on screen time so much I'm going to lose my heart for it." **(Nadia, 307-309)**

4.3.3 Superordinate Theme 3 - Influences Learning "When I go home I'm straightway onto the phone"

A theme that occurred throughout Nadia's interview was the impact of screen time on homework. Firstly, Nadia's explains that the reason she and her family first used screen time at home was because of homework, then this lead to YouTube and Vlogs watching,

"*Before I was 7 years old we did not have internet, so we just watched T.V. because… we never had internet and then after that we started getting older and we started needing it for homework and everything so my Dad brought us a laptop and internet and we had our phones and we were really excited so we started getting into these You Tubers…and started watching Vlogs"* **(Nadia, 366-375)**

Nadia gives a positive example of how her learning has benefited from screen time,

"I went and learnt a lot about Guy Fawkes because I searched on my mum's phone and I had a lot of things to say at the tutor place"
(Nadia, 127-130)

This suggests Nadia felt empowered by her use of screen time whereby she was able to use it to gain new knowledge,

"Sometimes I get to learn new things and also I go on Google quite a lot, I hear a word and I'm not really sure what it is and loads of information pops up" **(Nadia, 122-125)**

Nadia seems to find screen time more accessible and fruitful when using a hand held device rather than via using a laptop,

"They give homework every single week and I research it either on the laptop but I barely get to go onto it because it's my brother's so I go on my mum phone's and I research a lot" **(Nadia, 130-134)**

Nadia appears to rely on screen time, even when she does not trust it to be 100 per cent accurate, which suggests how much she values being able to access screen time for a learning purpose,

"I would ask both my older brothers and if they don't answer I would think of a question and type up a question to Google and answers would come up and possibly similar questions. Not really that sure, because some people say it might be wrong but I just take it by saying it is right because there is no other way I can figure it out" **(Nadia, 146-153)**

However it is seems that screen time can also be a distraction for Nadia. The following quote highlights the dissonance between how she currently behaves and how she would like to,

"A few days ago I forgot to do my homework and I got really scared, because I don't like missing break or anything or getting into trouble. I think I should do important stuff first, but that never comes and I just carry on doing it…screen time" **(Nadia, 414-419)**

Overall Nadia appears to have a dichotomous relationship with screen in relation to her learning whereby she perceives it to be both helpful and a hindrance.

4.3.4 Superordinate Theme 4 - Sense of separateness "I felt everyone was talking and I couldn't join in with it"

When describing how she experiences screen time Nadia appeared to be concerned that screen time can result in her feeling *"left out"* and repeatedly states this phrase. In particular, Nadia experiences this when she cannot communicate with others such as peers, in person, because they have shared an experience via screen time that she has not been privy to. This I interpret as Nadia experiencing a sense of separateness from others. The following quote illuminates the extent to which Nadia struggles with this sense of being left out by her peers:

"Sometimes I experience that, the not knowing, because all of the people in my class were talking about this topic and my mum didn't have a new phone then, her other phone it wasn't really like a smart phone, all of them talking about it and I never knew any part of it…because I didn't have…two people in the class never knew about it and I was one of them. I felt everyone was talking and I couldn't join in with it" **(Nadia, 517-527)**

Nadia's experience of screen time appears detrimental to her emotional wellbeing suggesting that it can elicit feelings of paranoia, *"I felt everyone was talking",* which would impact on Nadia's social relationships.

This feeling of being *"left out"* is not just experienced with peers Nadia also comments on it in relation to her siblings when they are at home:

"Both my brothers they have their own things, and their talking about stuff that I can't really watch so then I want to go on my mum's phone and search it" **(Nadia, 201-205)**

Nadia's need to *"search"* what she has heard suggests Nadia find this feeling of exclusion difficult thus attempts to join in using her mother's phone. This

could be interpreted as screen time being very influential to Nadia's behaviour and social emotional wellbeing,

"I feel happy to get to search and don't feel left out…after I got WiFi…I can just join in" **(Nadia, 573-575)**

Although Nadia has experienced feeling *"left out"* it seems she has learnt to be resilient about it and now wants to reassure other children who may have felt a similar sense of separation,

"So I was thinking all the children who think their parents are mean for not buying it for them that it's just going to come in the future, you should just wait, they just want it really special for you" **(Nadia, 558-562)**

4.4 Participant 2 - Felicity

Felicity is 10 years old girl. She is lives with her mother, father and younger brother. Felicity reports to have her own smart phone however she mostly uses a parent's smart phone as it is newer than hers. She also uses a tablet, which is shared in her family. Felicity's experience is characterised by the superordinate themes in Diagram 2.

Diagram 2: Felicity's Superordinate Themes:

4.4.1 Superordinate Theme 1 - Habit "Yeah, just because you can"

Felicity appears to experience screen time on a daily basis and thus it is a habitual part of her life. It seems to have great importance for her. Screen time seems to dominant her thinking at times, as illustrated in the following quote:

"It takes up most of your brain so you don't really think about something else" **(Felicity, 24-27)**

The truly habitual nature of Felicity experiencing screen time is illustrated when she reports the following, which can be interpreted as how Felicity mindlessly engages with screen time:

"Yeah, just because you can…it's there, you have half an hour, why shouldn't I. I don't have anything better to do at home" **(Felicity, 58-60)**

Felicity frequently discusses her screen time in relation to a social media community, Musical.ly, which seems to be a motivating factor for her engagement with screen time. Felicity seems aware of her habitual use of screen time noting how long she has been active member of this particular social media community and how often she interacts with it,

"I only do them every two weekends, and I have like five, and I've been on it like for two years" **(Felicity, 273-275)**

In relation to the habitual experience of screen time there is however the issue of control and Felicity, I believe, perceives herself as in control of her use of screen time.

"When your friends ask you why aren't you online for the last two hours. Because I have limits!" **(Felicity, 52-55)**

Felicity appears to view her use of screen time in the context of other people using the same site and perceives those who post frequently as a negative factor, whereas she has *'limits'* and that this is desirable.

"So on 'Musical.ly' I know people who do 1000s a day" **(Felicity, 272-273)**

However, although Felicity's use of screen time appears to be managed in terms of the amount of time she spends on it the following quote suggests this is the result of parental guidance, as opposed to her independent actions only,

"My mum says I can only use it for half an hour, so it is quite limited compared to most people. I put a timer on that I have to turn off after that time and I give the device to my mum so I can't find it again"

(Felicity, 36-40)

The giving of the device to a parent implies that Felicity would struggle if left alone to assert control over screen time. I interpret this as Felicity's use of screen time being potentially addictive for her.

She also seems aware of needing to have these boundaries because of how she has responded to her use of screen time previously,

"But you get really engrossed in it and when someone takes it away you get quite moody" (Felicity, 35-36)

4.4.2 Superordinate Theme 2 - Emotional Bonding "It's a nice way to connect"

Screen time for Felicity appears to be an emotionally bonding experience. It gives her the opportunity to communicate with her brother and provides comfort,

"Actually I only use screen time to connect with my brother. It's the only way I can really bond with him. I really like English and he hates it, and I really hate maths and he loves it. It's something we share in common, so I find it really good to bond with him" (Felicity, 87-92)

During the interview Felicity describes various ways she uses screen time however I believe when she states, *"actually I only use screen time…"* she is referring to the most important reason for her usage - connecting emotionally with her brother via screen time. The word *"use"* creates a sense that screen time serves a real purpose for her as opposed to just watching or playing.

Felicity also seems to perceive screen time as positive because of friendship; allowing her to contact friends. Again, Felicity seems to experience this in an emotional way as implied by the word *"connect"* - a way of bonding with friends:

"It's a bit like texting, it's a nice way to connect with friends especially on the weekends when you don't see them" **(Felicity, 281-283)**

Felicity also seems to feel protected with the potential use of screen time,

"So I have it in case I get into trouble" **(Felicity, 183-189)**

4.4.3 Superordinate Theme 3 - Puts pressure on Self *"Always a pressure"*

A recurrent theme throughout Felicity's interview is that of *"pressure"*. I interpreted this as Felicity experiencing a pressure to act in a certain way in relation to screen time, especially in relation to an online social networking website, Musical.ly, which also makes her anxious,

"Because actually sometimes it can put pressure on" **(Felicity, 38-39)**

The following quote illuminates just how pressurised Felicity feels when engaged with screen time as she expresses a sense of freedom when not using it:

"Yeah I had a week residential trip in Essex. It was actually really enjoyable for a week not using it…so it was really nice not to bring one there" **(Felicity, 43-48)**

Furthermore, Felicity appears to engage with screen time because other people use it as opposed to her wanting to,

"Because all of all friends do it, you feel like maybe I should do it too, because that is what the majority is doing" (Felicity, 50-52)

Felicity at just 10 years old appears to be seeking the affirmation of others via her using the social media site and creating a sense of competition,

"It also gives you pressure to have lots of followers and loads of likes" (Felicity, 276-277)

When Felicity goes against the norm i.e. what are peers are doing it seems that she is socially judged for behaving in such a way. This following quote implies there are certain behaviours expected of her in relation to screen time and her social relationships with others,

"Also I have this thing called 'Musical.ly' I don't go on it very much…and also it's this pressure to have it…if you delete it people are like, 'What? You are so strange!" (Felicity, 109-111)

Felicity recognises this pressure as coming from her peers, stating *"It's peer pressure mostly to be involved"* and although it seems she is confident enough to not always comply i.e. by not engaging with Musical.ly, there is a sense it does impact on her emotionally in a negative way,

"So sometimes you are like why don't you like my video and you feel really upset..." (Felicity, lines, 277-278)

Note, the word *"really"* - the affirmation of others, peers/ friends, means a lot to Felicity and it is through screen time, when online, that she is seeking this.

Felicity provides an honest account stating how emotionally troubling screen time can be for her, while also suggesting she spends a lot of time trying to create a certain image,

"I personally have to do it to perfection, but I feel like all my friends can do them really well, I feel self-conscious, and I'm not always sure they are what is considered cool, cool music and things" **(Felicity, 254-257)**

Felicity's questioning of her sense of self appears to be a result of her using screen time. The peer pressure that Felicity frequently mentions also seems to extend to the physical attributes of the device itself,

"Also there is always a pressure to get the latest iPhone, Samsung", **(Felicity, 241-242)**

In addition to a feeling of pressure to behave in a certain way Felicity also states she can feel socially excluded because of screen time,

"A bit awkward, because everyone is talking about what they have posted on a wide post to everyone else on their email and you feel slightly excluded", **(Felicity, 231 – 232)**

Felicity's comments highlight just how anxiety provoking screen time can be for her and how despite attempts to not behave in a certain Felicity continues to use screen time to seek peer affirmation. Felicity appears to have an awareness of how she is influenced by other's using screen time but has not yet learnt to commit to behavioural changes,

"So actually I don't really know many people who like 'musical.ly', they just do it because everyone else is on it", **(Felicity, 164-166)**

With relation to Felicity's experience of screen time there is also appears to be a sense of dissonance with regard to how she currently uses screen time and how she would want to. This extends to her actively wishing for her future behaviour to be different,

"I think in the future I might not use one (smart device) because it can take up a lot of your life and you end up just playing" **(Felicity, lines 189-191)**

The above quote also illustrates how screen time appears to be a dominant feature in Felicity's life. The degree to which Felicity wants screen time to be less prominent in her life I believe is summarised in the following quote,

"In general I think people should do it less" **(Felicity, 270)**

Felicity's self-awareness, and maturity at 11 years old, is striking when she reflects on her observations of someone else's use of screen time, which seems to compound her belief in not wanting to become over reliant on screen time,

"She was really shy, but the way she made up for it was she just hid behind her phone. So I don't want to end up like that because it is not a good way for…not speaking to people" **(Felicity, 193-197)**

4.4.4 Superordinate Theme 4 - Wellbeing anxiety "*It's so easy to stay there*"

Felicity appears to be wary about screen time - suspicious of how it may impact on her wellbeing. For example, Felicity explains in details how her use of screen time can affect her physically, specifically in relation to her eyesight:

"Another downside is it is really bad for my eyes, I use to go on it lots for a period of time, and I use to read late at night, which is why I've got glasses. I am short sighted. After looking at the bright screen for too long it makes my eyes really watery and sore. So tend to use it for half an hour to an hour. Any more than that is really bad for my eyes and I don't like it." **(Felicity, 109-116)**

Felicity appears aware of how screen time can impact on the quality of a person's sleep,

"Sometimes if you have it before bed you can never get to sleep" **(Felicity, 104-105)**

She also appears to have directly experienced this herself and this is something she is not being happy about,

"If I was on it for an hour it would take me another 2 hours to get to sleep" (Felicity, 130-132)

The amount of time that Felicity quotes seems extensive and this may or may not be accurate. However, *"2 hours"* is indicative of a substantial amount of time and suggests that screen time physiologically and psychologically stops Felicity from falling asleep.

Felicity also seems aware of how screen time can demotivate her in relation to her physical wellbeing, which illuminates how influential screen time can be for Felicity. The accessibility of screen time for Felicity i.e. she can use it in bed means it is appealing. Furthermore, Felicity using it in bed suggests she uses it autonomously and without parental supervision that can last for the length of a film,

"Yeah. Sometimes you feel you don't want to go out, just you want to stay on your smart device so my parents sometimes have to drag me out of bed or…because one of those things when you are sitting in bed watching a movie it's so easy to stay there for the entire weekend…" (Felicity, 120-125)

With regard to physical wellbeing Felicity's seems aware of the need to protect her privacy when engaging with it, which appears to be an empowering position for Felicity,

"My parents are okay with it because I have made it private so anyone who wants to follow me I have…I can look through them, and check if they are ok, if they are suitable, if I know them actually, because all my friends are on so I have to ask at school is your name this and if they say yes then I let them follow me, but if not then I don't let them follow me" (Felicity, 179-186)

In relation to the social media site Musical.ly, Felicity appears to have a strategy whereby she feels empowered and provides her with a sense of safety,

"I only let certain people follow me, and also I check that no one can actually see my surroundings, mostly I do it against a white wall and I don't do it in places where people can tell where I am", **(Felicity, 250-263**)

4.5 Participant 3 - Sara

Sara is 10 years old. She lives at home at home with her parents and brother. She has previously owned her own mobile smart phone however at the time of the interview it was broken and was using a parent's mobile smart phone. Sara also uses a tablet. Sara's experience is characterised by the superordinate themes in Diagram 3.

Diagram 3: Sara's Superordinate Themes:
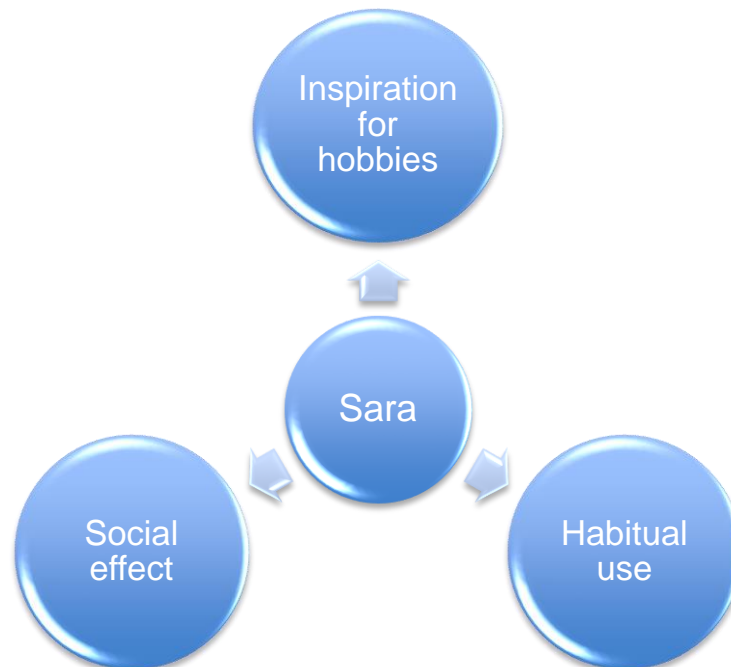
4.5.1 Superordinate Theme 1 - Inspiration for hobbies *"You can learn new things"*

Sara seems to indicate that screen time both helps and hinders hence it influences her learning. In one aspect screen time motivates her to learn and try new skills,

"You can learn new things…using the Internet to search for things. Well, I watch a channel called Junior Bake Off and that helps me want to bake!" (Sara, 53-55)

Sara does appear to be confident with utilising screen time for her learning when possible and can be perceived to be a positive for Sara,

"If I am stuck on a maths problem I will use the calculator on the tablet"
(Sara, 134-135)

However, there was a sense that screen time could distract Sara from her schoolwork. She stated she does "*try*" to do her homework before screen time usage, nonetheless this implies she does not always manage to do so.

"…I try to do the homework first" **(Sara, 42)**

4.5.2 Superordinate Theme 2 - Habitual use *"I can watch it anytime I want"*

Sara's use of screen time appears to be embedded into her way of life, whereby she has developed a pattern of usage that does not interfere with her socialising with people face-to-face. It appears this is intentional and that she would perceive using screen time while other people around as unacceptable.

"I usually use it after school because we usually go places on Saturdays and lots of people come to our house. So I use it before they arrive" **(Sara, 11-13)**

When asked about what did Sara perceive to be a negative about screen time her answers all related to the functioning of the device. For example, how much battery the device had, the temperature of the device or the speed at which it functioned. For Sara the ability to be able to fully access screen time was president. There was a high level of frustration conveyed when she mentioned each of these factors. I perceived this emotional reaction as Sara

being emotionally dependent upon screen time – she feels the need to be able to access screen time whenever she wants to,

"When it's slow…when the Internet is not working and it slows down… Sometimes when it gets hot…there is one more…you know when it takes so long to load" **(Sara, 158-169).**

I felt this dependency was reiterated when Sara's future hope for screen time was in relation to her being able to use her device wherever she went thus reflecting her habitual use of it,

"You know one of those chargers where you can take it anywhere, you don't have to plug it in, you charge it then charge the tablet or phone" **(Sara, 173-175)**

Furthermore, the habitual nature of screen time for Sara was apparent when she stated the following after being asked what is the best thing about screen time:

"I can watch it anytime I want" **(Sara, 144-145)**

It was interesting to note that as well as Sara habitually using screen time she did not let it impact on other areas of her life or let it did it cause her concern. For example, in relation to her eyes and screen time she stated, *"I usually sit back from it"* **(Sara, 65).** In addition to this Sara did not feel screen time affected her sleep. I interpreted this has Sara feeling safe with screen time and she had not experienced any negative feelings regarding screen time her and her wellbeing, *"Even if I go to bed late I still wake up so early"* **(Sara,**

111). Furthermore, in relation to its habitual use Sara stated screen time was a calming experience if she needed,

"If I was angry, but I don't get angry very much, I would watch something to calm me down. Like 'Bake Off' (Sara, 141-143)

4.5.3 Superordinate Theme 3 - Social Effect *"Talk to cousin and friends"*

Another theme that arose from the data was the 'social effect' of screen time. Sara's experience of screen time was bound with being able to socialise with others, for example via an instant messaging service,

"Yeah and I use Whatsapp on my mum's phone. I talk to cousin and friends." (Sara, 27-28)

I gave a very detailed description of a particular game that she engages with when using screen time. I felt this indicated how important screen time was to her and that screen time provided her with escapism – a fantasy world,

"'Best Finds' you have to collect some little animals, what's that game called…it's like 'Candy Crush' but with leaves and fruit, and whenever you get to a high level, like whenever you complete 5 levels, you get another animal, and then if you have lots of lots of keys…" (Sara, 77-84)

In addition to this Sara describes vividly another game that she uses and again I felt conveyed about how important the game was to her,

"It is about, little obstacle, there are different colours and there say one is, different key ring, they can be different colour like purple near the top you go through the colour so it goes purple, blue, pink and yellow, then they turn around" (Sara, 86-90)

The games were reported by Sara to be played by her friends and thus I interpreted screen time as being socially important to her and potentially her friendship group and her identity is built on having similar screen time interests

"Because if you like the same games or the same channels it might bring you closer" **(Sara, 95-96)**

4.6 Participant 4 - Ali

Ali is 11 years old. He himself uses both an iPhone and a tablet, both of which are solely his. He lives with his parents. Ali's experience is characterised by the superordinate themes in Diagram 4.

Diagram 4: Ali's superordinate themes
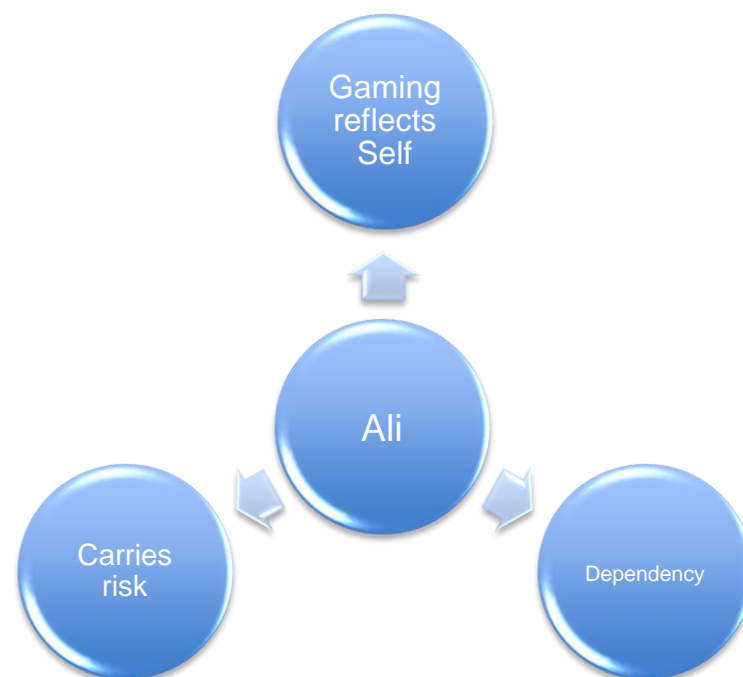
4.6.1 Superordinate Theme 1 - Gaming reflects Self "I want to stop, because I am growing up"

Ali's primary use of both his smart phone and tablet is to play games. I interpret this as screen time being a reflection of his personality. It is his identity and it is greatly important to him. When Ali expresses his dissatisfaction with screen time it is because he believes the games he plays are not appropriate for his age, they are immature,

"I want to stop using it. I want to stop, because I am growing up, the games are getting babyish" **(Ali, 130 -131)**

There is a sense that Ali experiences screen time in an autonomous way, for example he chooses when to use it and he posts online pre-recorded gaming videos,

The opportunity *"…for subscribers…and for the likes"* appears to motivate Ali to engage with screen time, which I believe makes screen time influential over his sense of self. Ali also seems to imply that the experience does not involve friendship or peers,

"I: Do your friends use screen time?
Ali: Yes
I: How do they use screen time?
Ali: Not sure, think they play some games"
(Ali, 58-61)

Furthermore, screen time seems to reflect Ali's competitive side of his personality illustrated via his gaming. There was a sense that screen time also reflected who he was when he stated that he received positive feelings from it which I interpreted as boosting his self-esteem,

"I: How does it feel if you post something? Ali: It makes me feel happy"
(Ali, 129-130)

4.6.2 Superordinate Theme 2 - Dependency *"I've started doing everyday"*

It appears Ali often relies on screen time to relieve him of boredom or provide entertainment. This can be interpreted as Ali being emotionally dependent on screen time to either eliminate negative feelings or bring about a positive feeling,

"Again, when you are bored, stops you being so"
(Ali, 96-97)
"I: Is it the happy feeling that makes you want to post?' Ali: Yeah"
(Ali, 123-124)

Ali's parents appear to be supporting him to monitor how much time he spends on screen time, which could also indicate that they are concerned about encouraging him to use it,

"How do you feel about that? Would you want to use it for longer? Ali: My parents say I can't use it for longer because it will damage my eyes" **(Ali, 27-28)**

However his wish to use it more frequently could indicate a growing dependency,

"I started to do it week after week, but this week I've started doing it every day" **(Ali, 122-123)**

Ali appears to self-reflect on his use of screen time during the interview disclosing,

"Gets so addictive. In the summer holidays I was just playing (tablet) games" (Ali, 79-81)

I interpreted this as Ali having a dependency on screen time whereby he misses out on other areas in his life, for example, other forms of play. For Ali it seems that not being able to access screen time at all is the worst thing about screen time, implying there is a dependency placed on it to always be available and functioning, when I ask, *"What's the worst thing about screen time?"* Ali states, *"Viruses, when it doesn't work"* (Ali, 137).

When Ali explains that he uses screen time to communicate with this parents on a daily basis I interpret this as providing reassurance and that there is a dependency on screen time. This is due to both him and his parents relying on screen time to convey a sense of safety about the whereabouts of each other,

"I: Would you use Whatsapp everyday? Ali: Yeah, but just to tell my mum and dad I've reached home" (Ali, 155-156)

4.6.3 Superordinate Theme 3 - Carries risk *"Sometimes it stops friendships"*

A theme that runs throughout Ali's interview was that of risk. He appeared to associate screen time with creating risks for himself, ranging from physical risk such as his eyesight to friendships being damaged because of screen time,

"Sometimes it stops friendship, say if you win and then the other person gets angry…upset" (Ali, 64-65)

On several occasions Ali expresses worry related to his eyesight,

"The brightness affects my eyes" (Ali, 89)
"I: Do you think that (cause damage to eyes)? Ali: Yeah"
(Ali, 33-34)
"My parents say I can't use it for longer because it will damage my eyes" (Ali, 27-28)

Another risk for Ali is in relation to his learning. Ali seems adamant that

screen time is not beneficial to his learning,

"I think it is bad for learning. It is mostly games on tablets, you aren't really learning anything" (Ali, 72-73)

Instead for him screen time appears to be a form of escapism. He also states

that his parents would also not view screen time as good for learning.

"I think they would say it was bad for you, because like it stops you from learning" (Ali, 92-93)

There is a sense that Ali has a realisation during the interview that he wants

to change his behaviour in relation to screen time. Ali comments that he

wants to use screen time in an educational way, which reflects a conflict

between what he is currently doing and what he would like to do,

"So would you want to stop screen time completely or just the games?
Ali: Just the games.
I: Would you use screen time for learning then?
Ali: Yeah, I would download maths quizzes" (Ali, 136-140)

4.7 Participant 5 - Marcus

Marcus is 11 years old. He lives with his mother, father and brother. He

owns his own smart phone and shares a tablet within his family. Marcus's

experience is characterised by the superordinate themes in Diagram 5.

Diagram 5: Marcus's Superordinate Themes
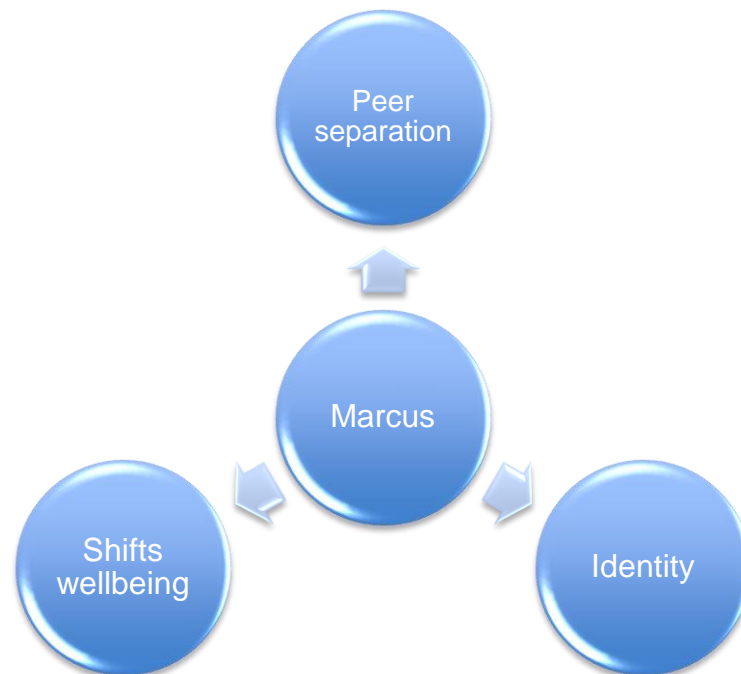
4.7.1 Superordinate Theme 1 - Peer separation *"I always try to join the group"*

A prominent theme for Marcus was the relationship with his peers and screen time. He experiences screen time as a shared, focused activity between him and another friend, which gives the sense of bonding,

"Whatever game he does, I'll be looking at it…seeing what he does" **(Marcus, 84-85)**

However, there is also a sense of separation between Marcus and his peers based on how they each choose to interact with screen time. Marcus mentioning a specific game reveals a sense of social exclusion amongst his friends and peers,

"…Normally the games I do none of my friends do, most of them, well one of the games they do I do. But I think you have to do this thing on it

to join a group, my friends have a group and I haven't joined yet because I haven't done the thing, **(Marcus, 94-99)**

Marcus appears keen to be part of a gaming group yet he is not allowed to be a member, which I perceive to impact on his relationships with his friends/ peers - something which he himself alludes to,

"Yeah, pretty good at one of the games that my friends have. They have a group…I don't know how to put it…it doesn't ruin my friendships…change …what I mean I always try to join the group but there is always one thing that is blocking me that I have to do to join the group" **(Marcus, 109-113)**

It would appear that Marcus tries to reassure that his friendships are not affected by the membership of this game group by stating he still see his friends at school, however I am left wondering if this is the case,

"It doesn't do anything to my friendships because I still see them at school" **(Marcus, 105-106)**

4.7.2 Superordinate Theme 2 - Identity *"I wouldn't do it"*

Marcus's sense of self seems to shift when he thinks about screen time and being a member of a gaming group. He appears to doubt himself, which I interpret as having a negative impact on his self-esteem,

"I think I'm being a bit ambitious for wanting to join that group" **(Marcus, 102-103)**

Marcus wishes to permanently change the type of games he plays. I interpreted this as Marcus wanting to shift his identity so that others perceive him as mature and focused on his learning,

"On my iPad and Samsung Galaxy I do have some games but I don't really…I am going to ask my Dad to delete them…if I delete those games there will be some games but they will be maths, chess or memory games" **(Marcus, 27-31)**

For Marcus screen time appears to be a medium also appears to be a way to assert who he is. When asked the following: *"When you use screen time do you post anything online?* Marcus replied, *"Some other people do, I wouldn't do it, I would only use it for emergencies, or check it once every few days".* Marcus states that he also *"wouldn't want to - Instagram or post"*, **(Marcus, 147-152).** Marcus is not at the age where we would be able to use Instagram according to the social media's regulations however interestingly he is fully aware of it.

When Marcus is offered to engage with screen time by a friend he is able to assert that he does not want to. I interpret this as Marcus feeling emotionally uncomfortable that his friend does not have his parent's permission to access screen time, which draws upon Marcus's moral development,

"I would only look at it. I wouldn't use it. Even if he says do I want a go, I say no" **(Marcus, 81-82)**

Marcus seems to view screen time in a way whereby he controls how and when he uses it. He has learnt to set boundaries. This suggests that Marcus believes screen time needs to be limited and perhaps he is wary of how much time he already spends on it,

"I would limit myself, would be one hour or less" **(Marcus, 120-121)**

4.7.3 Superordinate Theme 3 - Shifts wellbeing *"That is how accidents happen"*

Another theme that is prevalent for Marcus is that of shifting wellbeing. Marcus states his use of screen time helps him relax when he listens to music,

"…use it to listen to music, so it's not just film…It helps me feel relaxed…I don't always look at the screen, I am not always bent over like this, I can sit down and just listen. I don't have to look" **(Marcus, 197-200)**

I interpret this as Marcus trying to assert to himself and I that his use of screen time is beneficial to his wellbeing. Nevertheless despite this positive attribute Marcus is also cautious about screen time and its potential negative impact on his wellbeing,

"…you don't take notice around you, overdo it, which is how accidents happen on the streets…" **(Marcus, 157-160)**

Marcus also appears to be aware that screen time can reduce his opportunities to play outside, which would impact on his levels of physical activity and his physical wellbeing,

"…sometimes, because sometimes when I do it and when I want to go outside there is no time…used up the time" (Marcus, 139 – 141)

I sense that Marcus is disappointed when this scenario happens nevertheless there was no indication that he was going to change his behaviour in the future. Marcus explores what he perceives to be a positive aspect of screen time and thus it positively contributes to his wellbeing. Interesting this positive attribute relates to him not physically looking at the screen:

"…Also use it to listen to music, so it's not just film…it helps me feel relaxed…I don't always look at the screen, I am not always bent over like this, I can sit down and just listen. I don't have to look" **(Marcus, 197-200)**

Related to wellbeing is Marcus's view on how screen time could be beneficial to learning however I did not interpret this as Marcus having actually experienced this himself, rather it was an ideal,

"You could type something in the internet you don't know and learn, or you could use it for a calendar, maths questions" **(Marcus, 165-168)**

4.8 Analysis of Themes across Participants

I will now turn to exploring the overarching themes so that the research can offer about participants within each overarching themes while I endeavour to maintain an appreciation of the "relationship between convergence and divergence, commonality and individuality" (Smith et al., 2009, p. 107). The themes that were present across a minimum of three or more participants resulted in being overarching themes. Process such as abstraction i.e. putting like with like then developing a new name for the cluster and subsumption where a superordinate theme acquires super overarching status as it brings a series of related themes together. Please see overleaf for Table 1 for details of the emergent themes, superordinate as well as the colour coded overarching themes (Table 1 & Key 1). Diagram 6 clearly represents the four overarching themes.

Diagram 6: Overarching Themes
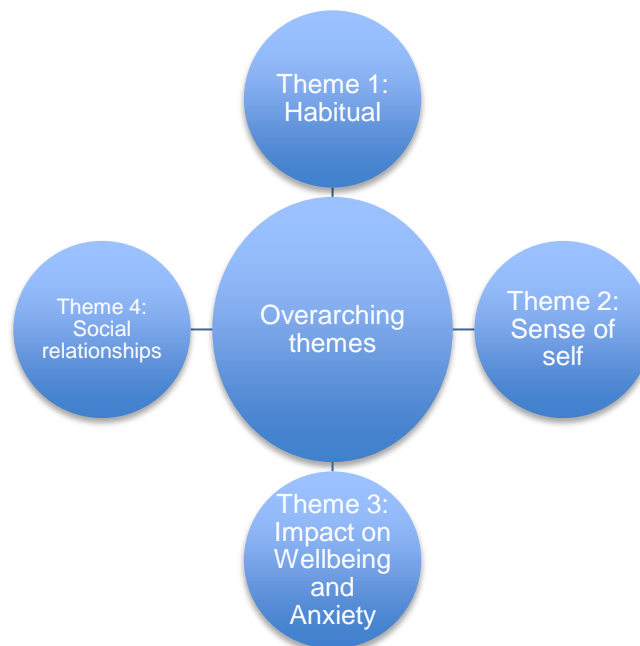
4.9 Summary of Analysis

My analysis indicated a number of different experiences, some common and some individual. There were four themes that at least three participants spoke about (see Diagram 6 and Table 1). This has provided a rich view of an important phenomenon.

4.10 Summary of Chapter

In this chapter I explained the process by which I analysed the data collected for the purpose of this research (4.2). I then discussed the experiences of screen time by each participant individually (4.3, 4.4, 4.5, 4.6, 4.7). Next, I outlined four overarching themes that were common across the participants (4.8). I concluded by giving a summary of this analysis (4.9). In Chapter 5 the four overarching themes will be discussed in more depth whilst being related to the research question and background literature.

Table 1: Emergent themes, superordinate themes and overarching themes (p.117)

Key 1: Overarching Themes

🟥	Habitual
⬛	Sense of self
🟨	Impact on wellbeing and anxiety
🟪	Social relationships

Participant 1 - Nadia	Participant 2 – Felicity	Participant 3 - Sara	Participant 4 - Ali	Participant 5 - Marcus
Frustration - **Addictive** - **Screen time is prioritised** - **A habit/ habitual** - **Pattern of usage** - **Sense of dissonance** - **Demotivating re: being physically active**	**Habitual** - **Addictive** - **Habitual** - **Routine** - **Screen time is a priority**	**Habitual** - **Routine** - **Accessibility** - **Dependency** - **Emotional regulation** - **Precautions taken - physical wellbeing**	**Carries risk** - **Distraction from Learning** - **Gaming is a priority** - **Anxiety about eyes** - **Demotivates physical activity** - **Mistrust** - **Risk of upsetting a friendship**	**Peer relations** - **Social exclusion** - **Influences friendship** - **Parental help**
Part of identity - **Ownership is important** - **Control** - **Screen time comes with responsibility**	**Wellbeing Anxiety** - **Impact on eyes** - **Impact on sleep** - **Demotivates physical activity levels**	**Inspiration for hobbies** - **Vloggers are important** - **Inspiration** - **Distraction to homework**	**Gaming reflects Self** - **Time of transition** - **An independent experience** - **Seeking affirmation** - **Has great importance** - **Self esteem**	**Identity** - **Self esteem** - **Time of transition**
Influences learning - **Develops knowledge** - **Avoidance of school work** - **Distraction** - **Screen time is a reward**	**Emotional bonding** - **Connectedness with siblings** - **Friendship** - **A way to communicate**	**Social effect** - **Separateness** - **Mindlessness** - **A way to connect with family members** - **A solitary experience** - **Reinforces friendship** - **Competition**	**Dependency** - **Routine** - **Entertainment** - **Addictive** - **Provides reassurance**	**Shifts Wellbeing** - **Demotivates physical activity levels** - **Screen time carries risks** - **Helps regulate emotions**
Sense of separateness - **Sibling conflict** - **Impacts on child/ parent relationship** - **Emotive – anger, upset, anxiety** - **Social exclusion** - **Relations with peers** - **Family routine**	**Puts pressure on self** - **Peer pressure** - **Reinforces friendships** - **Social exclusion** - **Identity** - **Sense of self**			

Table 1: Emergent Themes, Superordinate Themes and Overarching Themes (Key 1 p. 116)

Chapter 5 Discussion

5.1 Chapter overview

In this chapter I will provide a brief summary of the findings (5.2) prior to a brief summary of the literature review (5.3). I will then look at the four overarching themes while considering background literature and the literature review as previously discussed in Chapter 1 and Chapter 2 (5.4, 5.5, 5.6, and 5.7). I will also make connections to relevant psychological theory. Next, I will outline the strengths and limitations of the research study (5.8). I will discuss the implications for practitioners, including Eps (5.9) and implications nationally (5.10). Following this I will provide a reflexive discussion (5.11). I will conclude by considering dissemination of research findings (5.12).

5.2 Summary of the findings

In summary, the findings revealed four overarching themes in answering the following question:

- **How do pupils in the final year of primary school experience screen time?**

The majority of participants experience screen time as embedded into their day-to-day lives. It has central importance to their lives. Screen time is a habitual experience that at times instills feelings of independence but also helplessness. The findings also demonstrated how screen time influences the participant's

sense of self. Furthermore for the majority of the participants screen time played a key role in their social relationships with others both online and offline leading to a sense of connectedness as well as separation. The participants shared experiences that screen time impacted negatively on their wellbeing by way of sleep, and demotivating their physical activity levels. This I interpreted as highly anxiety provoking. Each participant appeared able to reflect on their experiences of screen time and some expressed an appreciation for having the opportunity to talk about screen time.

5.3 Summary of the literature review

In Chapter 2, Literature Review, a number of qualitative research studies that explored children's perceptions of screen time were outlined. It revealed that that qualitative research into screen time primarily has focused on mobile phone use texting and calling and that there is a dearth of research into perceptions or experiences of 'smart' mobile technologies. In the next section I will now look in turn at each of the four overarching themes.

5.4 Overarching Theme 1 - Habitual
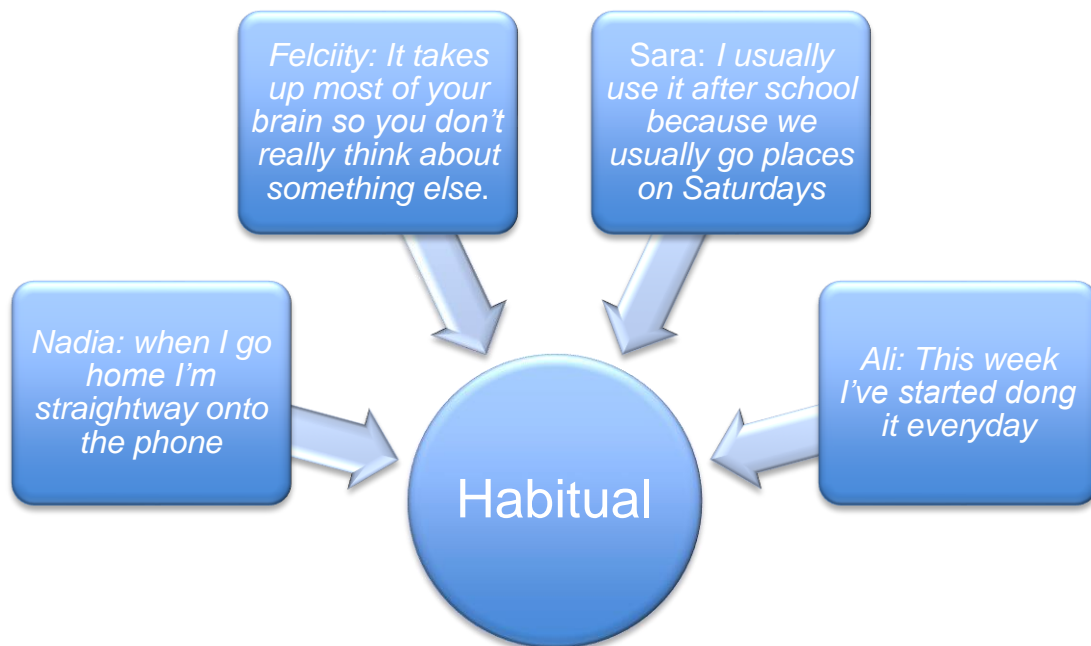
Figure 1: Overarching theme - Habitual

As shown in the analysis the majority of the participants appeared to experience screen time in a habitual way. Screen time was experienced at times whereby it became a priority over other areas of the child's life and was embedded into their daily lives; it was habitual. The findings also suggested that screen time could be prioritised over homework, even when there was an understanding with parents that homework should be completed before engaging with screen time.

Related to this theme was the sense of helplessness that screen time evoked when used habitually. Participants revealed it was difficult to control their screen time use in terms of boundaried time spent on it. It was this lack of control that was interpreted as "helpless". I believe the work of Martin Seligman, an American psychologist well known for his contributing work to positive psychology, is relevant here. He coined the term "learned helplessness" to refer to people, or animals, who learn to accept unpleasant stimuli and are unwilling to avoid them (Seligman, 1972). It is not unreasonable to suggest that this theory is relevant to the participants in the present study:

"Actually I don't really know many people who like 'Musical.ly', they just do it because everyone else is on it" (Felicity, 164 – 166)

One participant only shared the idea that she had learnt to control her usage. This was interpreted as giving her a sense of empowerment, as the following quote illustrates,

"It is actually quite nice to have limits, when your friends ask you why aren't you online for the last two hours. Because I have limits! (Felicity, 52 – 55)

For two participants the word "addictive" was used, which again suggested they were helpless about their experience of screen time. One participant referred to her mood when not being able to access screen time,

"But you get really engrossed in it and when someone takes it away you get quite moody" (Felicity, 35-36).

The above quote is suggestive of a physiological withdrawal, which relates to how screen time is often discussed in the mass media in terms of whether children are addicted to screen time. In 2012, Dr. Peter Whybrow, director of

neuroscience at UCLA claimed, "Our brains are wired for finding immediate reward. With technology, novelty is the reward. You essentially become addicted to novelty". However, not everyone agrees with this viewpoint. For every 'expert' who advocates the damaging and harmful effects of screen time and warn of its addictive nature there is another 'expert' who is willing to dispute this. In 2014, Susan Greenfield, a research scientist, writer and broadcaster, claimed there she had found 500 peer-reviewed papers stating technology by way of screen time harmed the brain. This was later disputed by Professor of Neurodevelopmental Psychology from University of Oxford, Dorothy Bishop, who claimed to have found only 395 papers of which a small proportion were peer-reviewed. Broadly speaking, neuroscientists assert that human interaction with screen time results in the release of dopamine, a key component in the brain's reward system and it is this reaction that can play a role in addictive behavioural patterns. The debate around screen time addiction is complex and potentially reductionist as it minimises an individual's sense of agency. Noteworthy to this current research study is that regardless as to whether screen time is physiologically addictive, participants in this research study perceived screen time as addictive.

Within the Literature Review, Barron (2014) discusses the relationship between parental monitoring and a child's use of technology as opposed to relying on relational trust between a parent and a child. This increased parental reliance on technology and the expectation that both parties can contact one another is also creating a dependency on the use of a screen device, associating with feelings

of safety. Barron (2014) revealed that all the children in the study aged 8 – 12 year had a mobile phone and all were instructed to keep their phone in their school bag. When asked why this was the response was repeatedly stated, "For emergencies" with the children not being able to describe what exactly this meant. It is interesting to observe that only one of the participants in the current study mentions "emergencies" during their interviews. I would argue this notion of safety encourages the use of screen time amongst children. Turley et al. (2014), as discussed in the Literature Review, noted that a primary caregiver who was always available to a child via a screen time was leading to the presentation of egocentric characteristics. Egocentrism was first termed by child psychologist, Piaget (1955) when exploring adolescence – he explored developmental stages of childhood noting ego centralism was a primary phase until up to the age 6 years old. He termed it as the tendency for children to only be aware of their own needs and thoughts. They are not yet able to consider other's needs or opinions. In the Turley et al. (2014) study the expectation for the child to have an immediate mobile phone response be it a call or text appeared to uncover this ego centralism. It was also noteworthy that participants referred to gaming as time consuming.

Gaming is often explored in relation to a range of negative behavioural traits such as addiction, reduced physical exercise, as mentioned in Chapter 1. In contrast to this, background research does also reveal more positive aspect of gaming, such reports of parents being able to connect with their children via gaming and games helping children to relax (Stuart, 2016).

Summary of theme and research question

In summary "habitual" was a key area for many of the participants. Interestingly, habitual use of screen time seems to conjure up negative elements of the screen time experience such as not being able to help using it, being something participants were not control of and something that took priority over other areas of their lives, like homework. Interestingly, one participant used a timer to help limit her screen time use. The findings of the study reveal that screen time was embedded into their day-to-day routine, but that this was not always perceived to be a positive experience. This would be in keeping with the work of Yang, Helgason, Sigfusdottir & Kristjansson (2013).

5.5 Overarching Theme 2 - Sense of Self
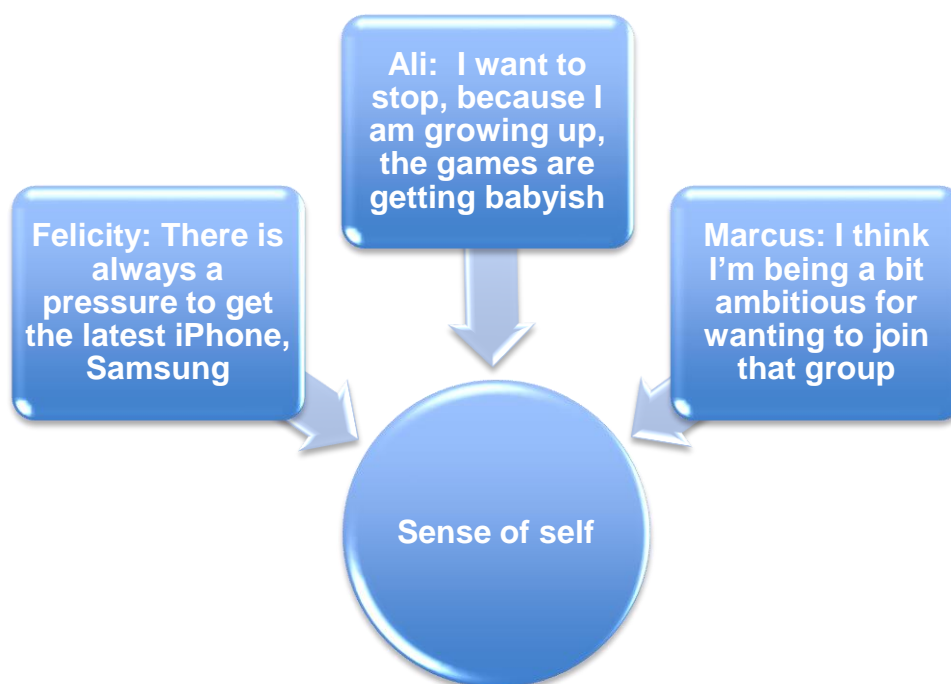
Figure 2: Overarching theme - Sense of Self

The second overarching theme to be discussed is sense of self. Many of the participants alluded to the experience of screen time as influencing their sense of self. I understood this as screen time being part of their identity, which could create feelings of empowerment for instance via gaming or using search engines to gather information. Screen time was also found to impact on their self-esteem, both positively and negatively. This was not surprising given the research as mentioned earlier in Chapter 2 (Turley et al., 2014).

The humanist psychologist Carl Rogers (1951) stated there were three contributing components to the self of sense – self esteem, self-image and ideal self. All of which can change over time. Self-image can be defined as how the person views themselves such as personality traits; Self-esteem as how a person views and values themselves and Ideal self, who they would like to be. Broadly speaking sense of self is how a person thinks about and views his or her traits, beliefs and purpose in the world.

This is particularly relevant for one participant in particular who frequently spoke about "pressure". When explored further this pressure appeared to relate to using a social networking site and sharing content online that was expected by her peers. This I interpreted as screen time influencing her sense of self as she expected her screen time experience to match pre-existing notions of her self-image and her ideal self. The sharing of content online and seeing friends

sharing content also appeared to impact on Felicity's self-esteem, as noted in the following quote:

"I personally have to do it to perfection, but I feel like all my friends can do them really well, I feel self-conscious, and I'm not always sure they are what is considered cool, cool music and things" (Felicity, 254-257).

In Chapter 2, Literature Review, Turley et al. (2014) commented that expectations in relation mobile phone use amongst 9 – 11 year olds had an emotional impact that also impinged on the participant's sense of self. Bryce & Fraser (2013) in exploring children and young people's perceptions noted how screen time affected sense of self when cyberbullying was unfortunately experienced. Bond (2014) suggests screen time is a vehicle for this continual construction and reconstruction of self-identity. This current research study also found that sense of self in relation to screen time was not just related to the emotional impact of screen time, but that the more tangible elements of screen time such as the device use or games played also play a role in a child's sense of self. For example, for one participant the type of games that were available to him were openly rejected during the interview because he perceived them to be too "babyish". They no longer matched his sense of self, his identity,

"I want to stop using it. I want to stop, because I am growing up, the games are getting babyish" (Ali, 130 -131).

Bond (2014) extends this viewpoint further stating the brand and design of a mobile phone and tablet is important to a child or young person's sense of self. This point is further illustrated by Felicity when she implies she will be embarrassed upon receiving a new phone known as "a brick" when starting secondary school:

"A bit awkward because next year when I start secondary school I am going to get a Nokia because my phone now can't detect WiFi/ network, but it is what most people call a 'Nokia brick'" (Felicity, 245 – 249)

Related literature such by Bragg & Buckingham (2009) considers the relationship between the mobile phone and sense of self, noting how children use mobile phones, for example, as markers of status and authority. Bond (2014) also claims that there needs to be a consideration of social identity theory when explaining the children's experiences of screen time. Social identity theory developed by Tajfel (1979) states that a person's sense of self is based on their group membership(s) for example, social class, family, football team etc. These groups are also sources of pride, self-esteem and provide a sense of belonging to the social world. The world is then also divided the world into "them" and "us" through a process of social categorisation (i.e. we put people into social groups) known as in-groups (us) and out-groups (them). Social identity theory states that the in-group will discriminate against the out-group to enhance their self-image. Interestingly, Marcus's experience of gaming with peers highlights the notion of social identity theory whereby he is looking to join a certain gaming group and his inability to do leads him to question his own abilities,

"I think I'm being a bit ambitious for wanting to join that group"
(Marcus, 102-103).

The digitalisation of children's lives and adults now means there is another platform (virtual reality) in which social identity theory is relevant and where in-group and out group behaviours can clearly be identified.

It has been argued that technology is blurring the boundaries between childhood and adulthood (Lee, 2001). This viewpoint could equally be applied to mobile technologies whereby a child's sense of self is being affected by its use.

Summary of theme and research question

The participants revealed that screen time can influence their sense of self and often this was perceived to be negative. There was a sense of that participants needed to interact with screen time in a certain way whereby their ideal self matched their self-image. Tangible elements of screen time such as the brand or design of device also seemed to influence their sense of self.

5.6 Overarching Theme 3 - Impact on Wellbeing and Anxiety
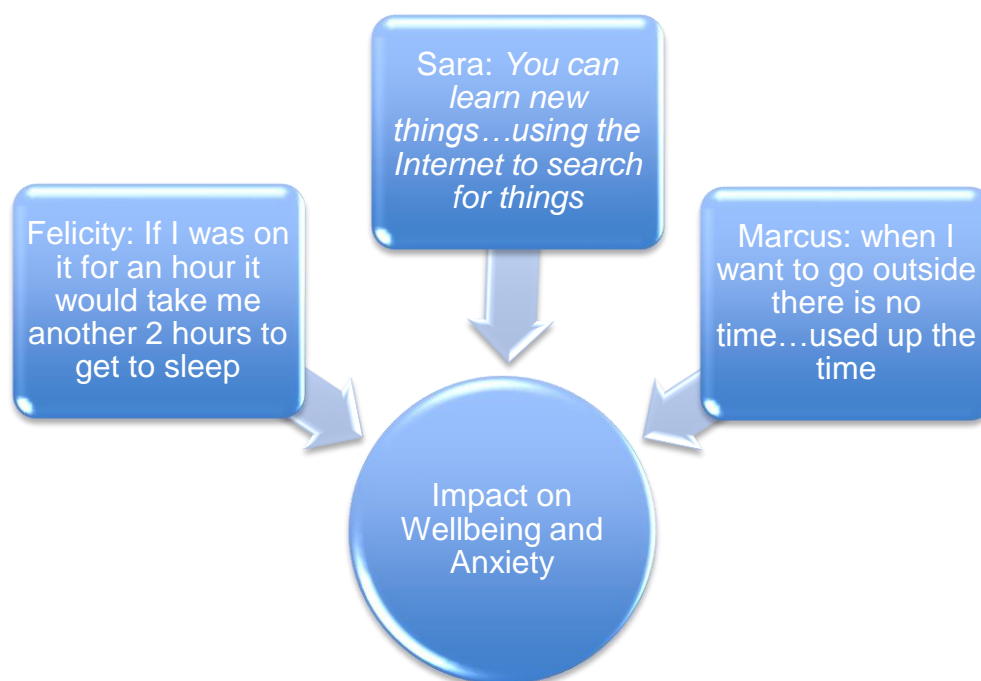
Figure 3: Overarching theme - Impact on Wellbeing and Anxiety

The penultimate theme to consider is the participant's experience of screen time in relation to wellbeing and anxiety. The participants mentioned a multitude of emotional responses that related to wellbeing and anxiety such as frustration, anger, upset, happiness and belonging. Positive experiences of screen time and wellbeing were related to screen time helping regulate emotions. A view not mentioned by the researchers discussed in the Literature Review. In particular two participants shared the view that it could calm them down if needed,

"…use it to listen to music, so it's not just film…It helps me feel relaxed…I don't always look at the screen, I am not always bent over like this, I can sit down and just listen. I don't have to look" (Marcus,197-200)

Screen time was also experienced as being helpful and empowering when used to find out information or support learning such as homework, which links to the background research in Chapter 1 whereby it is frequently reported that children rely on search engines for accurate up to date information (OfCOM, 2016). This theme wellbeing also encompassed screen time as developing a participant's confidence level, especially when used for learning,

"I went and learnt a lot about Guy Fawkes because I searched on my mum's phone and I had a lot of things to say at the tutor place (Nadia, 127 – 130)"

In contrast to the positive attributes that were found in this current research study the majority of participants discussed how screen time lead to negative feelings, suggestive of anxiety. Broadly speaking, anxiety can be a tendency to develop feelings of fear and worry about things rather than focusing on the reality (Anxiety, In particular there was a sharing of anxiety in relation to screen time and its effect on sleep, eyesight and physical activity levels. For instance with regards to sleep screen time was reported to delay getting to sleep or shorten the amount sleep participants had. With regards to the children's eyesight stories of eye soreness was reported by Nadia, Felicity and Ali. As illustrated in the by a quote from Ali, *"the brightness affects my eyes".* Feelings of anxiety were also expressed in relation to not having enough time to be physically active,

"You stay inside, watching, instead of going out outside, playing and having fresh air" (Nadia, 178-180).

Another participant repeatedly spoke about a pressure that she experiences in relation to screen time. I considered this to be related to anxiety. The following quote illuminates how liberated the participant felt not being able to access screen time during a residential trip and have this was positive for her,

"It was actually really enjoyable for a week not using it"
(Felicity, 43 – 45)

The research findings also revealed levels of anxiety around sleep and screen time. Earlier research suggests that the back light form electronic devices can suppress the body's melatonin production; the hormone that is responsible for signifying it is time to sleep (Hale, 2015).

"Sometimes if you have it before bed you can never get to sleep" (Felicity, 104-105).

Hale (2015) reviewed 67 studies published from 1999 to 2014 on the association between various different types of screen time (e.g. television, computers, video games, and mobile devices) and sleep outcomes amongst school-aged children and adolescents. The review concluded that a better understanding was needed for the causal link between screen time and sleep, however 90% of the studies found a significant association between screen time and reduced sleep duration and increased sleep problems. Hale (2015) argued there was a need for parents, educators, policy makers and researchers to develop guidance and even interventions that might reduce the negative effects of screen exposure on sleep and wellbeing.

Within the Literature Review, as outlined in Chapter 2, Bond (2010) highlights risk in relation to children's use of mobile phones. The research highlighted how mobile phone specifically texting could shift a child's sense of wellbeing. For example, Bond (2010) discovered children experienced feelings of frustration and anger when a text message was withheld or one was sent but was deemed unacceptable. This experience was also noted to lead to feelings of insecurity and threaten their self-esteem.

In the current study screen time was also associated with feelings of anxiety, especially in relation to posted personal content online. Related to anxiety was the perception that screen time could be risky and precautions were taken to ensure safety, such as one participant stating her music videos were created against a *"white wall"* so that are her whereabouts remained unknown. For two participants screen time was also experienced as being associated with the potential to have an accident,

"You don't take notice around you, overdo it, which is how accidents happen on the streets…" (Marcus, 157-160)

Background research into wellbeing and screen time has included a research study coordinated between the University of Cardiff and University of Oxford involving the self-reporting of 120,000 young people in England. Prybylski & Weinstein (2017) who carried out the study concluded previous research had, "oversimplified the relationship between digital screen-time and mental wellbeing…modern use of digital technology is not intrinsically harmful and may have advantages in a connected world unless digital devices are overused or

interfere with school work or after-school activities. This they concluded was the "Goldilocks Effect" - a principle based on the notion there is a need for something to fall within a certain boundary.

Summary of theme and research question

The research illuminates the complex relationship between screen time, wellbeing and anxiety. Numerous research studies have explored elements of wellbeing and screen time, such as the impact of screen time on sleep or whether screen time displace more rewarding activities, such as physical exercise with varying different conclusions. The findings in this study conclude that the children did experience screen time as impacting on their wellbeing and anxiety. At times this was positive in relation to hobbies and learning, however anxiety was experienced in relation to screen time disrupting their sleep and affected their eyesight. Furthermore for some it discouraged physical activity because simply there was no time left having spent their leisure time engaged with screen time, or they willingly chose screen time over being active.

5.7 Overarching Theme 4 - Social Relationships
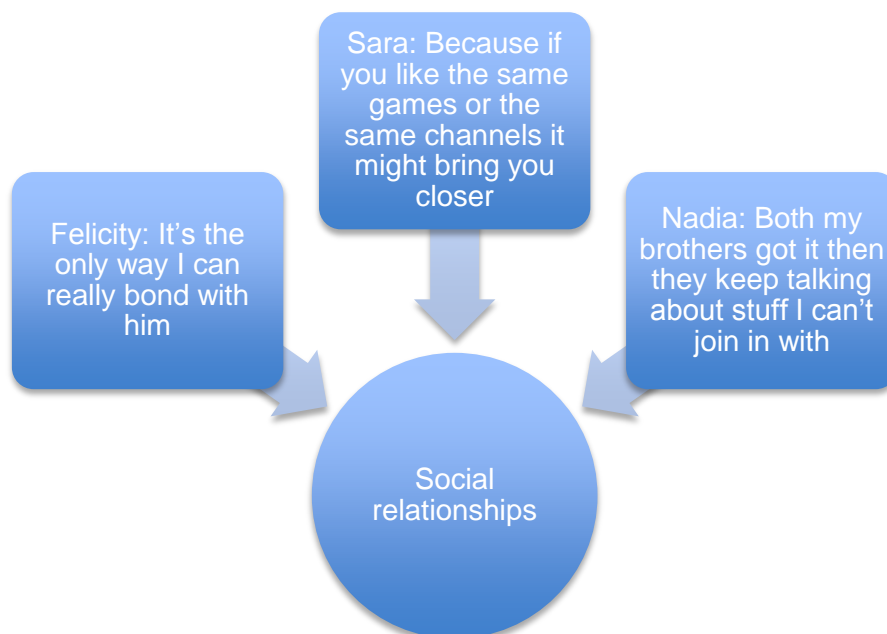
Figure 4: Overarching Theme – Social Relationships

In this final section I will discuss the theme social relationships with others. I have used the term social relationships to include children's experiences of screen time influencing social relationships with others, both online and offline, with parents, siblings, friends and peers. After outlining some of the participants' responses to this superordinate theme I will consider screen time and social relationships in light of other background literature and research.

Many of the participants commented on how their experience of screen time was intertwined with social relationships. In particular this related to family relationships, specifically sibling relationships. For one participant screen time

allowed her to connect with her brother, which I perceived as being invaluable to her.

"Actually I only use screen time to connect with my brother. It's the only way I can really bond with him. I really like English and he hates it, and I really hate maths and he loves it. It's something we share in common" (Felicity, 87 – 91)"

For another participant screen time created distance between her and her brothers because she did not have access to an electronic device. This meant she was not able to share their online experience or join in with face-to-face conversation regarding screen time. This social exclusion was experienced in school as well as home,

"Sometimes I experience that, the not knowing, because all of the people in my class were talking about this topic and my mum didn't have a new phone then, her other phone it wasn't really like a smart phone, all of them talking about it and I never knew any part of it (Nadia, 517 – 527)"

Related literature has suggested that it is assumed that screen time is a social phenomenon that transcends social economic barriers however recently it has been found that children with a high social economic status tend to use hand held devices for screen time (as defined in this current research study) for learning purposes, whereas screen time for children with lower social economic status is primarily used for entertainment purposes.

For many of the participants an intrinsic motivating factor for screen time was being online and connecting with others, such as via gaming or social networking sites. Screen time was of central importance to relationships with family, friends and peers.

"It is quite enjoyable when you can do it with friends. You can do this thing where you chat individually to each other so it's a bit like texting, it's a nice way to connect with friends especially on the weekends when you don't see them" (Felicity 279 – 283)

This was a similar finding to that of Ling (2007) who explored social cohesion and mobile technologies. He found that mobile technologies created strong bonds for children, including that of cliques, and that it played a particularly important function in the context of the innermost circle of friends and family. Noteworthy is that this particular research was conducted in 2006, which was prior to many social networking sites or smart mobile technologies existing. Unfortunately not all the participants experienced screen time as a positive influence on friendships with one participant noting it could "change" friendships. As Ali revealed screen time could result in the end of a friendship,

"Sometimes it stops friendship, say if you win and then the other person gets angry…upset" (Ali, 64-65)

Interestingly, although many of the participants in the current research study were aware of various social networking sites, naming Facebook and Instagram, only one actively used a social networking mobile application – 'Musical.ly'. Launched in 2014, 'Musical.ly' is a mobile application that lets its users pick a song and create fifteen second looped videos that often involving lip-syncing and dancing. In 2017, it had over 200 million registered users. Felicity spoke in great detail about 'Musical.ly' however despite her identifying as a user of the site she claimed she did not actually enjoy it, using it only because her peers did. Overall the experiences of the children in relation to screen time and social networking sites was not central to their screen time experience and none

seemed keen to use social networking sites. Instead the messaging service, WhatsApp, proved to be popular amongst the participants to get in touch with family and friends.

In the related literature Bond (2010), Bryce and Fraser (2013), Barron (2014), Turley et al (2014) all discussed screen time as impacting on social relationships both online and off line. Both Barron (2014) and Turley et al (2014) found screen time, specifically mobile phone use, as central to family relations. In both studies the mobile phone appears to provide security and control for both parent and child. Barron (2014) also concluded that the mobile phone device was a way for children to mediate parental control i.e. contacting parents when it suited them or turning off the device when they did not want to be contacted.

Related to the experience of social relationships and screen time is the theory of attachment. Attachment theory (Bowlby, 1969; Ainsworth, 1973) describes an enduring bond between one person (usually a child) and something (an attachment figure) through time and space. One interpretation of the participants' use of screen time is that it provides attachment for both the child and parent allowing both to be kept in mind. In relation to the study outlined by Turley et al. (2014) when a child was not able to get an instant response from their primary caregiver emotional difficulties such as feelings of uncertainty arose.

Attachment theory also applies to the notion that young children who experience excessive screen time are become overly attached to the screen device leading

to developmental difficulties. For example, some researchers are reporting that attachment to mobile technologies prevents children from being able to self-occupy or play independently when left alone (Richards et al., 2010). It is also argued that screen time is impacting negatively on speech and language development such as delaying expressive language skills for infants (*'Handheld screen time linked with speech delays in young children',* 4 May 2017).

Summary of theme and research question

In summary social relationships was a key area for many of the participants in relation to their lived experience for screen time. While for some it led to feelings of social exclusion both at home and at school, others found it helped feeling connected to family, friends and peers both online and offline. Online it was the sharing of experiences such as gaming or chat that was perceived as positive, offline it allowed participants to talk face to face. Proving to be popular was the use of the messaging service, whereas social networking sites were causing concern including feeling shy about posting or worrying posted content was not good enough for peer approval.

5.8 Strengths and Limitations of the current research study

The limitations of IPA and issues ensuring the quality of qualitative research were discussed in the Methodology Chapter 3 but will be briefly discussed here in order to highlight the potential limitations that were relevant to this piece of research.

Yardley (2000) presents four principles for judging good quality qualitative research. Smith (2011) also provides a clear review and evaluation of published IPA research studies. In the next section I will use elements of both to consider the strengths and limitations of this research study.

Sensitivity to context

This element involves considering the context of theory and involves an understanding of previous researchers who have used similar research methods or similar topic. I believe I carried out a thorough systematic literature research into children's experiences of screen time revealing key studies. However it is possible that focusing only on UK and the republic of Ireland was limiting. My justification for this was that it would ensure a degree of homogeneity in relation to the phenomena of 'screen time'. However on reflection Europe wide or worldwide may have enriched the content of the literature review. Sensitivity to context also refers to how the researcher positions him or her self during the research. Yardley (2000) states that to remain neutral during an interview process is not possible therefore an awareness of the characteristic or actions that one brings into the interview room needs to be considered. I hope that my reflexivity skills that I had developed from my training and during the research process highlight to the reader my sensitivity to the context alongside the ethical consideration that were made prior and during the research process, as outlined in Chapter 3, Methodology.

Commitment and Rigour

Qualitative research is judged by the commitment and rigour to the research process. I believe I have demonstrated engagement and commitment to the topic of screen time, including seeking out senior colleagues in the local authority in which I was training to discuss their involvement with e safety training. I am aware however that as a novice IPA researcher I struggled at first with some of the analysis steps such as including my voice whilst being anxious that I was losing the participant's narrative. The more experienced I became the easier it was to do. In addition to this when I initially began the analysis process I used hard copy Post It notes. However I quickly had to modify this as I felt it was too impractical to permanently display pieces of paper in my home. This led to me using a computer programme PowerPoint to create a digital representation of the Post It notes using text boxes. This I believe made attending to the data more organised way, and helped me to carefully begin the analytic process.

Transparency and Coherence

Coherence as outlined by Yardley (2000) implies the ability to be able to construct an argument, not merely describe. It also refers to the 'fit' between the research question and the philosophical perspective adopted, the method of investigation and analysis undertaken. All of which I hope I have demonstrated in the write up of the research. I have also attempted to demonstrate the

transparency of this research in Chapter 4 findings, the analysis examples in the Appendix I and through my reflexivity account.

Impact and Importance

At this point I can only tentatively judge the success of the research in achieving impact and importance. However I hope the current research shines a light on children's direct experience of screen time in relation to mobile technologies as being an important part of their day-to-day lives which also impacts on their social emotional wellbeing. As identified in the literature there is a need for child centred research and while there is some existing research that aims to do this there has not yet been an IPA study about the lived experience of screen time from a child's viewpoint at a point when smart technology was generally available and in use.

Additional limitations

I am aware that other additional limitations of the research study include its generalisability and demand characteristics. The sample for the study was five participants, which is a small sample size however Yardley (2000, 2008) notes that when judging qualitative research it is the transferability of the research that is important including allowing the reader to make links to their personal and professional experience.

Additionally, it is important to acknowledge that due to the scope of the research I could not investigate the use of screen time for children with additional needs

such as physical disabilities. There is unfortunately very little research into those with disabilities using screen time such as mobile technologies however it was beyond the scope of this research study to address this issue. Nevertheless, as a future area of research this merits serious consideration.

5.9 Implications for EP practice

The social phenomena of screen time is a complex one and at present there is many, varied research and information sources advising on what is best for children in relation to screen time. This can sometimes however only add to the confusion for parents and educators. I believe Educational Psychologists are well placed to be able to offer support to schools, parents and pupils in providing guidance and support on this topic by way of training or providing up to date information and research. The role of the Educational Psychologists and educational psychology services includes providing training, assessment, consultation and interventions to support the learning and development of all pupils. Potentially there is the opportunity to support parents with their own use and understanding of screen time, as well as their child's. Other implications for the study is raising awareness of how technology is constantly advancing and that those supporting children need to keep up with the digital world that they themselves and others now find themselves in, especially when it impacts on social development.

Although the research findings are not generalisable there is the potential for those in the educational psychology profession to use the current study as a

conversation starter with those who are concerned or curious about screen time. On a wider level the findings could be incorporated into Internet safety training or be part of guidance documentation on mobile technologies.

There is a need for EP practice to constantly be aware of the multitude of social and emotional mental health pressures that many children face in contemporary society that may not have needed consideration in the past. A child's use of screen time can very easily impact on other areas of wellbeing. One key example of this is sleep. Reports of sleep being delayed due to screen time exist. This inevitably impacts on the child's readiness for learning at school and their social emotional wellbeing. I would assert that having conversations about screen time habits will continue to be extremely important for children, parents and schools. I believe that EPs could ensure there is the opportunity to discuss the issue of screen time when working with families and schools and support the sharing of any questions or concerns about screen time via consultation or training. It is also important for Educational Psychologists to encourage parents to communicate with their children about their use and are able to set boundaries in relation to it. Having open conversations with children about screen time also means that the adults are kept in the know about the latest technological feature and what affect it may be having on a child's wellbeing. Several of the children interviewed in this research study expressed gratitude at the end of the interview in being able to talk about screen time, because they explained they did not often have the opportunity to do so. When asked if there were any questions for me one participant directly addressed me, whereas the

other participants either felt they did not have anything to ask or used the space to reflect on the interview process or reiterated a previous point. For instance, one participant commented at the end, "*It felt fun. It felt fun to let it out tell it to someone because I don't really have anyone to talk to about screen time. My dad is at work, my mum doesn't really understand and both my brothers are on their iPads. So thank you*" (Nadia, 606 – 611). Another participant asked, at the end of the interview, the following question, "Do you know what 4G means? When you turn off the WiFi it says 4G". Having later reflected on this question I became aware how mobile technologies could also inspire children's learning in terms of the technology used.

Speaking about screen time appeared to serve a purpose for them and I got the sense that it helped them to understand their own use of screen time. Knowing why or questioning why they engage with screen time may result in the experience being more meaningful or fruitful for them in the future. It is clear that alongside future research into screen time and children's use of it, to remember that it is neither good nor bad. Instead its usage needs to be balanced and experienced within limits.

This study has highlighted other possible implications for the profession. On reflection given the centrality of screen time in the lives of children and young people perhaps it is not unrealistic for Educational Psychologists to ask at interview with children and young people about their usage. Equally, there is a need for training in this area with parents, teachers, learning support assistants

and importantly with other multi-disciplinary professional colleagues such as Social Workers and Educational Officers. It is important that there is multi professional understanding of the impact of screen time on children and young people. Educational Psychologists with an understanding of the area are well positioned to inform Local Authorities and school policies including safeguarding and bullying policies. Unfortunately, all this would only be considered within a context of there being no national guidelines – a topic to which I now turn.

5.10 Implication for national guidelines

The use of mobile technologies no doubt raises many questions for parents, educators, psychologists and policy makers. At present there are no national guidelines in the UK regarding screen time. Many argue that it is too early to say due to a lack of research, whereas others argue it is impossible to define such guidelines. In October 2016, the American Academy of Pediatrics (AAP, 2016) released detailed guidelines that differentiated between the different types of screen time, whilst removing its guideline "no screen time before age two" (AAP, 1999). Instead it was proposed that children's time spent with screens need to be balanced with the interaction and guidance of another person so that the experience has meaning for a child. For older children it was noted that parents should be monitoring content to check whether it is age appropriate.

However perhaps what should be being asked is how children are experiencing screen time and asking whether they feel better or worse for using it? Does it

help or hinder their development cognitively, socially, emotionally? It is now a way of life for many, habitually so, however this does not mean it should be used without thought. The impact of screen time on a child's development can be from direct use but also as a result of others around them using it.

5.11 Reflectivity

I have been interested in technology and its impact on human behaviour prior to starting on doctoral training. When I started on placement in an inner London educational psychology service it quickly became apparent the high number of children who were engaging with screen time via tablets or smart phones across primary school age. I began being interested in how many children owned such a device, how they used it, and the impact of it on their social emotional wellbeing. Furthermore I was noticing my contemporaries using screen time at a higher rate than previously, alongside the increasing uptake of social media usage. This provoked thoughts about privacy and choice, especially when adults were choosing to share information about their children online – did the child have a choice in this? In addition to this I was noticing the time I spent on screen time and my own behavioural rules that I applied to my screen time activity, where, when, with who and how I had rules for screen time but where had these come from. Ultimately questioning how did screen time make me feel and how did it make me feel when others around me engaged with it. If a child sees an adult engaging with screen time from a very early age what impact does that have on them?

Through the process of using IPA, I recognised that it was easy to assume that I have understood what is meant by a particular familiar word or phrase and impose my own understanding. This was particularly noticeable at the stage of analysis where I was unable to ask participant for further clarification and it required me to pay attention to the hermeneutic cycle of movement between the part and the whole to guide my interpretations. My engagement in conversations with the London IPA group and colleagues also conducting research using IPA has been thought provoking and enhanced my own learning. In summary the research process has taught me to consider my own interpretation of others expressed views; to be sensitive to the influence of rapid change on children and young people; that the voice of children and young people must be heard, and that research can illuminate and inform our understanding of children's lives.

5.12 Dissemination of research

The following research findings will be shared with the participating school and participants. Potentially this will be in the form of a presentation to the school staff team and a letter signposting the participant to where they can find the write up of the research study online. Furthermore I will share it with the educational psychology service in the local authority in which the research study took place in the form of presentation at a service wide team meeting. The research study and its findings could also potentially be used to inform the working group that I am a member of. This would include being used to inform

advice and guidance materials that we are planning to create and share with parents, families and schools.

Chapter 6 Conclusion

Screen time is a social phenomenon that is constantly evolving. The aim of this study was to explore the lived experiences of children in the final year of primary school in relation to screen time. The chosen methodology was IPA and its aim was to explore how participants made sense of their experiences of screen time whilst allowing the research to be conducted in a child focused way.

In this current research study I chose to study children in the final year of primary school at an age that appears to often be over looked by research. It is a time of great transition as children begin to prepare for secondary school and to experience greater independence.

The findings in this study revealed four overarching themes that were central to the children's experience of screen time. These included; its habitual use, its influence on sense of self, impact on wellbeing and anxiety and social relationships. The findings also highlighted how important screen time was to the lives of each child.

This research study has demonstrated qualitative research can provide a deeper understanding of children's experience of screen time that could not necessarily be obtained from quantitative research. Furthermore, the research has revealed that what research there is into mobile technologies and children in middle childhood is already out dated and lacks consideration of screen time as a multifaceted experience including having internet access, electronic reading, mobile gaming to name a few. Instead previous research has primarily focused

on exploring text messaging and telephone calling. There is a need for up to date, qualitative research into screen time so that screen time can be discussed in a measured way between children, parents, educators and policy makers whilst ensuring the voice of the child is heard. It is hoped that the present study offers in its own way a contribution to this under researched yet important area of children's lives.

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Appendices List

A: Literature Search

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Appendix A: Literature Search Results

Search History/Alerts

Print Search History | Retrieve Searches | Retrieve Alerts | Save Searches / Alerts

| | | Search with AND | Search with OR | Delete Searches | | Refresh Search Results |

☐ Select / deselect all

	Search ID#	Search Terms	Search Options	Actions
☐	S9	S5 AND S6	**Limiters** - Published Date: 20070101-20161231; Peer Reviewed **Search modes** - Boolean/Phrase	🔍 View Results (48)　ⓘ View Details　✎ Edit
☐	S8	S5 AND S6	**Limiters** - Published Date: 20060101-20161231 **Search modes** - Boolean/Phrase	🔍 View Results (70)　ⓘ View Details　✎ Edit
☐	S7	S5 AND S6	**Search modes** - Boolean/Phrase	🔍 View Results (78)　ⓘ View Details　✎ Edit
☐	S6	great Britain OR england OR wales OR northern ireland OR ireland OR united kingdom*	**Search modes** - Boolean/Phrase	🔍 View Results (1,092,057)　ⓘ View Details　✎ Edit
☐	S5	S1 AND S3 AND S4	**Search modes** - Boolean/Phrase	🔍 View Results (586)　ⓘ View Details　✎ Edit
☐	S4	children NOT adolescence* NOT adolescents*	**Search modes** - Boolean/Phrase	🔍 View Results (2,176,417)　ⓘ View Details　✎ Edit
☐	S3	S1 AND S2	**Search modes** - Boolean/Phrase	🔍 View Results (5,214)　ⓘ View Details　✎ Edit
☐	S2	experiences OR understanding OR perceptions	**Search modes** - Boolean/Phrase	🔍 View Results (2,477,239)　ⓘ View Details　✎ Edit
☐	S1	children AND mobile telephone OR mobile phone OR tablet OR cell phone OR smartphone	**Search modes** - Boolean/Phrase	🔍 View Results (29,620)　ⓘ View Details　✎ Edit

Appendix B: Literature Review Exclusion Criteria

Reason for exclusion	Number of articles
Non primary school age	7
Based in Sweden	1
Based in Europe	1
Based in America	1
Based in Spain	1
Based in Africa	1
Based in Cyprus	1
Based in China	1
Based in Tanzania	1
Exploring the role of TPACK	1
Augmented reality focus	1
ASD/ SEN	4
Adult focus	6
Parental mediation of food marketing	1
Risk perception of medicine	1
Using a mobile as a research tool	1
Literacy: effects across cultures, abilities and the lifespan	1
Focus on mobile phones and Filipino migrant mothers	1
Spatial difficulties in ADHA	1
Kidney disease	1
Text messaging in primary care	1
Mobile technology and literacy	1
GPS to study children's mobility	1
Risk analysis	2
Using screen device as a research tool	3
Homework club – tablet PC	1
NI Sexual exploitation	1
	Total: 44

Appendix C: CASP

Examination of journal articles included in the literature review

Review paper one:

Journal Title	Turley, J., Baker, S, A. and Lewis, C. A. (2014) Expectations and levels of understanding when using mobile phones among 9 – 11 year olds in Wales UK
Is the study relevant to your research question?	Yes. Three aims were repeated outlined: 1) Examination of mobile phone ownerships amongst 9 – 11 year olds 2) Consider how 9 – 11 years olds use the mobile phone 3) Explore the emotional effects of not receiving a response to a text message or call
Does the paper address a clearly focused issue?	Yes. The researchers want to examine mobile phone ownerships amongst 9 – 11 year olds, consider how 9 – 11 years olds use the mobile phone and finally explore the emotional impact of not receiving a response to a text message or call.
Is the choice of study method appropriate?	No. The study set out to be able to generalise using a self reported questionnaire. For aims 1 and 2 a quantitative approach was appropriate, however for aim 3 exploring emotional effects a qualitative approach may have produced richer data.
Did the study achieve a good response rate?	Yes, however the sample size was still sample – 57 participants.
Is confounding and bias considered?	No
Are the data tools reliable and valid?	Yes. The questionnaire used was designed following the work of Borgers, De Leeuw and Hox (2000) so that it was age appropriate. It was also analysed for readability and found to be suitable for those aged 8 years and above. The questionnaire was also pretested with a small group of children prior to being used in the study.

Are you confident with the researcher's choice and use of statistical methods, if employed?	Yes. The authors applied the Pearson's chi-squared test statistical test to evaluate how likely it is that any observed difference arose by chance. P values ranged from 0.5 to 0.001 (less than one in a thousand chance of being wrong) statistically significant and highly significant.
Were all possible outcomes/ results considered?	No
Are the findings valuable?	Yes. The study has validity as it is true to its setting, however it is not generalisable. It would be useful for informing practice in the setting in which it was carried out.
How valuable is the research?	The research is useful as it provides specific measurements that identify the ownership and in what ways a mobile phone is used for texting and calling, as well as

Review paper

two

Journal Title	Bond, E. (2010) Managing mobile relationships: children's perceptions of the impact of the mobile phone on relationships in their everyday lives
Was there a clear statement of the aims of the research?	Yes. The author sets out to explore children's use of mobile phones in managing and maintaining relationships with friends.
Is a qualitative methodology appropriate?	Yes.
Was the research design appropriate to address the aims of the research?	No. The author aimed to gather children's perceptions of the impact of the mobile phone on relationships in their lives
Was the recruitment strategy appropriate to aims of the research?	The authors claim recruitment involved snowballing via social networks. This resulted in a sample of 30 children whom all agreed to voluntarily take part. However, this strategy also resulted in the children's age range being very broad (aged between 11 – 17 years) and was limited n term so ethnicity and social class.

Was the data collected in a way that addressed the research issue?	Yes. Focus groups were used.
Has the relationship between researcher participants been adequately considered?	Yes. The author notes that as the children were given the opportunity to work with their friendship group the children felt comfortable and there was a power balance between the researcher and the children as the researcher became more of a listening role, as opposed to interviewer.
Have ethical issues been taken into consideration?	Yes. Consent was obtained by both children and parents using age appropriate information.
Was the data analysis sufficiently rigorous?	Grounded theory was used to analyse the data.
Is there a clear statement of findings?	Yes. Three key findings are cited, 'relationships – how the children and young people manage and maintain their friendships; reciprocity – the importance of context within that communication as to what was appropriate and expected and what was not; and risk – the mobile phone's more sinister role in relation to less positive behaviours and bullying'.
How valuable is the research?	The research is useful as it presented the views of children in relation to mobile phone use and mobile technologies when there is limited research available.

Review paper three:

Journal Title	Bryce, J., & Fraser, J. (2013) "It's Common Sense That It's Wrong". Young People's Perception and Experiences of Cyberbullying
Was there a clear statement of the aims of the research?	Yes. The aim of the research was to explore children's perceptions and experiences of cyber bullying in a series of 18 focus groups with children/ young people aged 9 – 19 years old.

Is a qualitative methodology appropriate?	Yes. The article claims that the existing literature on this topic is largely quantitative.
Was the research design appropriate to address the aims of the research?	Yes. The article cites a qualitative research design stating that there is a dearth of qualitative research on the topic. A series of 18 focus groups were carried out and data was analysed via thematic analysis using Nvivo (software for qualitative data analysis). However given the sensitive nature of the topic, bullying, it is questionable whether focus groups with peers was the most appropriate research design.
Was the recruitment strategy appropriate to aims of the research?	There are no details regarding how the participants were recruited.
Was the data collected in a way that addressed the research issue?	Yes. The article states that its aim was to directly explore young people's online behaviours and experiences arguing that the use of focus groups allowed peer discussion to be paramount without having to consider interaction with the researcher.
Has the relationship between researcher participants been adequately considered?	No. The authors argue that the use of focus groups meant less of a focus on the relationship between researcher and participants was needed.
Have ethical issues been taken into consideration?	Yes. Informed consent was gathered form participants, schools and parents.
Was the data analysis sufficiently rigorous?	Yes. A qualitative software package, Nvivo, was used.
Is there a clear statement of findings?	No instead there is a results and discussion that states that the study's results indicate a consensus among the participants that cyber bullying was wrong. There is no detail as to what the young people's perceptions or experiences actually were, just a consensus.
How valuable is the research?	Not very. It lacks detail on what perceptions or experiences the participants have had in relation to cyber bullying however it does conclude that there was a consensus that cyber bullying is an inevitable feature

	of online relationships and experiences.

Review paper four:

Journal Title	Barron, C. (2014) 'I had no credit to ring you back': Children's strategies of negotiation and resistance to parental; surveillance via mobile phone
Was there a clear statement of the aims of the research?	Paper sought to explore children's lived experiences of surveillance and the strategies used by children to prevent such surveillance of their physical selves using ethnographic research methods/ techniques.
Is a qualitative methodology appropriate?	Yes. The researcher wanted to address the limited research into children's lived experiences of play, mobile phone usage and their parents surveillance/ monitoring of them using the mobile phone to do so.
Was the research design appropriate to address the aims of the research?	Yes. Ethnographic research design was applied and visual ethnographic techniques used to capture child led data to explore their experiences.
Was the recruitment strategy appropriate to aims of the research?	The author does not explain how the community was selected for the research however it is noted that the participants were selected because they were in middle childhood, which was the focus of the research. Middle childhood is chosen because the author appears interested in involving children classed as Generation Z at the time of the research (child born after 1991)
Was the data collected in a way that addressed the research issue?	Yes. The article states that its aim was to directly explore young people's online behaviours and experiences arguing that the use of focus groups allowed peer discussion to be paramount without having to consider interaction with the researcher.
Has the relationship between researcher participants been adequately considered?	Yes the author addresses the balance imbalance arguing the research method and analysis places the child in the expert role and as an active agents in the research thus fitting with the philosophy of doing research with children and not to.

Have ethical issues been taken into consideration?	Yes. Ethical approval was sought prior to the study being carried out and informed consent was provided by all the parents and children and written informed assent from eth children who took part in the visual technique phase.
Was the data analysis sufficiently rigorous?	Yes. A qualitative software package, Nvivo, was used.
Is there a clear statement of findings?	No instead there is a results and discussion that states that the study's results indicate a consensus among the participants that cyber bullying was wrong. There is no detail as to what the young people's perceptions or experiences actually were, just a consensus.
How valuable is the research?	Not very. It lacks detail on what perceptions or experiences the participants have had in relation to cyber bullying however it does conclude that there was a consensus that cyber bullying is an inevitable feature of online relationships and experiences.

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Appendix D: Ethical approval from Tavistock and Portman TrustResearch Ethics Committee (TREC)

The Tavistock and Portman NHS
NHS Foundation Trust

Quality Assurance & Enhancement
Directorate of Education & Training
Tavistock Centre
120 Belsize Lane
London
NW3 5BA

Tel: 020 8938 2699
www.tavi-port.org

Lorna Franey

By Email

18 August 2016

Re: Research Ethics Application

Title: Screen time: an exploratory study of the experience of pupils in Year 6 using IPA

Dear Lorna,

I am pleased to inform you that subject to formal ratification by the Trust Research Ethics Committee your research ethics application has been approved. This means you can proceed with your research.

If you have any further questions or require any clarification do not hesitate to contact me.

I am copying this communication to your supervisor.

May I take this opportunity of wishing you every success with your research.

Best regards,

Paru Jeram
Secretary to the Trust Research Degrees Subcommittee
T: 020 938 2699
E: pjeram@tavi-Port.nhs.uk

cc.   Brian Davis, Course Lead

Appendix E: Local Authority Ethical Approval Record

Lorna Franey
Learning and Achievement

Law, Probity and Governance

Our Ref: CERGF

Date: 5th September 2016

Dear Lorna

Research Title:

Screen time: an exploratory study of the experience of pupils in Year 6 using IPA

This is to confirm that your research proposal has been approved by the Research Governance Framework Panel.

Upon completion can you please submit a copy of your report or an extract from your conclusion to the above postal or email address. We may then publish details of your research on the National Social Care Research Register.

I would be grateful if you would complete a short questionnaire to provide feedback on the service that you have received. Please click on the link below. https://www.surveymonkey.com/s/rgfsurvey We want to ensure that we offer the best quality service to our users and your feedback is essential in improving our services further.

Please do not hesitate to contact me should you need any further assistance.

I wish you well in your research study.

Yours sincerely,

Appendix F: Child Consent Form

If you want to take part in this research project then please read this form carefully and sign. We can work through the sheet together.

1. I have read the information sheet about the project and I understand what I will have to do and that my participation is voluntary and I can withdraw if I wish

Yes ☐   No, please explain what I will have to do ☐

2. I am happy to talk with the researcher during an interview, in order to tell them about what my experiences of screen time.

Yes ☐   No ☐

3. I understand that my interview will be recorded:

Yes ☐   No, please explain why it will be recorded ☐

4. I understand that the researchers will anonymise the things I say unless they are worried about my safety or the safety of another person:

Yes ☐   No, please explain this to me ☐

5. I understand that my name will be changed so people do not know that I have said the things I have said:

Yes ☐   No, please explain what I will have to do ☐

Name	Signature	Date

Appendix G: Parent Information Sheet and Consent form

Hello, my name is Lorna Franey and I am writing to you as your child's school has agreed to participate in a research project that is part of an educational psychology doctoral degree undertaken by myself, an Educational Psychologist in training. The purpose of this letter is to provide you with the information that you need to consider in deciding whether to consent to your child's participation in the following research project.

What will the research project involve?

This research project will gather the views of Year 6 children in relation to the experience of screen time via one off interviews, which will approximately take one hour to complete. For the purposes of the study screen time is defined as the use of a smart device and a smart device is defined as an electronic device, generally connected to other devices or networks via different wireless protocols such as WiFi, 3G, 4G that can operate interactively allowing users to both find and share information. A key aim of these interviews is to gain a better understanding of screen time from the viewpoint of the child.

Confidentiality of data:

Interviews will be digitally audio recorded using a digital recorder. The interviews will be protected on a device with a passcode and stored securely by the researcher to guarantee the recordings remain confidential between interviewer and participant. The data will be discussed with researcher's supervisor as it will be contributing to a written thesis however participants will not be identifiable when stored as real names will not be recorded. Recordings will then be typed onto a document and the audio recordings of interview data on the digital recorder will be destroyed. Parental requests to know what their child said will not be permitted, unless harm to themselves or others is disclosed. The data generated from the research will be treated in accordance with my University's Data Protection Policy.

Location:

Disclaimer:

You are not obligated to allow your child to take part in this study. Should you choose to withdraw your consent for your child to participate in the study you may do so without disadvantage to yourself and without any obligation to give a reason. Please feel free to ask any questions. If you are happy to continue you will be asked to sign a consent form. Please retain this invitation letter for reference. If you have any questions or concerns about how the project is being conducted, please email Lorna Franey, Educational Psychologist in training.

This is the consent form which parents need to complete if the wish their son or daughter to take part in the research project. Please ensure you read all of the information provided in the research information sheet and carefully read the details of the form below.

Please return this form using to (insert class teacher name)

1. I have read the attached information about the research project and I understand what it is about

2. I am happy for my son/ daughter to talk with an Educational Psychologist in training to share their experiences of screen time

3. I understand that my son/ daughter will be recorded using an audio recording device

4. I understand that all of the information will be kept confidential unless there is a concern about the safety of my child or another person

5. I understand that any identifiable details will be anonymised to protect the identity of my child

6. I agree to the information gathered by the Educational Psychologist in training to be used as part of their doctoral training thesis submission

Yes, I consent to my child's participation in the project		
Name	Signature	Date

No, I would like more information about the research project	Please specify:

Appendix H: Participant Information Sheet

Title? Screen time: an exploratory study of the experiences of children in Year 6 using IPA.

What is a research study?

Research studies help us learn and understanding new and existing things. To start with we ask a question, then we try to find out how to answer the question by doing research.

Who is doing the research?

My name is Lorna Franey. I am doing a course in Educational Psychology and carrying out this research is part of the course.

Why are we doing this research?

I am wanting to find out about children's experience of screen time. I am looking for children in Year 6 and who can talk to me about their experiences of screen time.

What are the potential benefits of taking part in the research?

There is limited research into screen time that focuses solely on the viewpoint of children and we want to know more because what you think and say is important and may benefit other children. Also the research may help educational professionals / schools / parents become more knowledgeable

about how they can help children with the experience.

Is it safe?

The research has been approved by…..

Do I have to take part?

No, you do not have to. It is up to you to decide. You are free to stop doing the research at any time. If you do change your mind and any data collected will be destroyed.

What will happen if you do want to take part?

You will be invited to come and meet me in your school during the school day. We will meet for an hour and we will talk about your first experiences of screen time. I would like to make audio recordings of our meetings to help me remember and think about things that were said. The recordings will be stored using a password. You can, should you wish ask for the recordings to be stopped or deleted at any time. Even if you do not ask for this they will be deleted once I have typed them up. The data will be confidential as all names of people and places will be pretend names to help protect your identity. The data will then be kept for a minimum of five years and deleted after this time frame.

Are there times when my information cannot be kept confidential?

If you tell me something that makes me worry about your safety or someone else then I might have to share that with others to keep you or someone else safe.

What will happen to the findings from the research?

I will write it up as part of my course and will share the findings with other professionals working with children either verbally or in writing. I can also share the findings with you in person or in writing.

If you have any further questions please get in touch either over the telephone or email……….

Thank you!

Appendix I: Example of participant 1 analysis - emergent themes with superordinate themes in bold

Frustration

Addictive

Screen time is a priority

Pattern of usage

Habit/ habitual

Sense of dissonance – ideal & reality

Delays sleep

Demotivates (physically)

Anxiety about eyes

Influences learning

Develops knowledge

Avoidance of school work

Distraction

Screentime is a reward

Frustration

Ownership

Responsibility

Control

Autonomy

Identity

Sense of separateness

Sibling conflict

Impacts on child/ parent relationship

Social exclusion

Relations with peers

Emotive

Anxiety

Anger

Upset ›››

Appendix J: Sample of annotated transcript

Descriptive comments (black ink) focused on the content of what the participant said, noting key words or phrases. Linguistic comments (blue ink) were based upon the specific use of language such as noting repetition, emphasis, tone and fluency amongst other things. Finally, conceptual comments (red ink) focused on a more interrogative level of analysis and involved engaging with the data at a conceptual level.

Descriptive comments	Linguistic and Conceptual comments	Line no.	Original Transcript	Emergent Themes First stage analysis/ Second stage analysis
		1	I: Is it okay with you to record our	
		2	conversation?	
		3	Nadia: Yes	
		4	I: My research topic is how do Year 6 pupils	
		5	experience screen time. For research	
		6	purposes I define screen time as a held hand	
		7	device such as the use of a smart device,	
		8	and a smart device is defined as an	
		9	electronic device, generally connected to	
		10	other devices or networks via different	
		11	wireless protocols such as Wi-Fi, 3G, and 4G	
		12	that can operate interactively allowing users	
		13	to both find and share information. So smart	
		14	mobile telephones and tablets. Today's	
		15	questions should last for 45 minutes and it is	
		16	voluntary to take part in the research. Part of	

		17	**the research will include writing up our**	
		18	**conversation for the purposes of the**	
		19	**research, is this okay with you?**	
		20	**Nadia: Yes**	
		21	**I: I'll start by asking, which screen time**	
		22	**devices do you use?**	
		23	**Nadia: A smart phone**	
Describes usage i.e. where = after school and	Giving impression of accurately knowing when/ where – in control of using screen time.	24 25 27	**I: A smart phone. Okay. In your experience can you tell me a bit about when you use your smart phone?**	Pattern of usage
	_'I'_ Individual activity "normally"	28 29 30 31 32 33 34	**Nadia: I normally use it when I come back from school or after I finish doing my homework and I then use it for about half an hour to 45 minutes and then I normally use it for about 4 to 5 times a week. I use it Sunday, Saturday, Thursday, the days that I am free.**	Routine Habit Habitual Pattern of usage
		35 36	**I: So where are you when you use your smartphone?**	
Describes how = gaming and YouTube		37	**Nadia: Normally at home**	
		38	**I: Do you use it with anyone else?**	
		39	**Nadia: No, just by myself. Unless cousins'**	

Multimedia use		40	**come over then I play games on it with them**	Solitary activity for the most part
		41	**I: You said you use it for games, what else**	
		42	**do you use it for?**	
	'I' Individual activity	43	**Nadia: To go on YouTube**	
		44	**I: Ah okay. What do you use YouTube for?**	
		45	**Nadia: I watch You Tubers and normally**	
		46	**daily Vlogs**	Habitual
Frequency of use - daily	*"Daily"* spends a lot of time engaging with it. Reliant on it.	47	**I: Ah what type of daily Vlogs do you watch?**	
		48	**Nadia: (Vloggers) they show what they**	Autonomy
Vloggers choose the content that they film.		49	**normally do and DIY (arts and crafts) videos.**	Sense of freedom
		50	**It just pops up on that day. They don't really**	
	Screen time is a passive event.	51	**plan it. They record whatever happens in that**	
		52	**day**	
	Time spent = how important screen time is to Nadia's life?	53	**I: Has there ever been a time when you**	
		54	**wanted to use your smartphone, but**	
Parents use of screen time differs - texting and talking vs multimedia use		55	**couldn't?**	
		56	**Nadia: Yes because it's also my mum's, but**	
	"normally"	57	**she doesn't really use it, she only uses it to**	
	"Doesn't really use it" Text/talk vs. multimedia use – one more important than the	58	**text people and sometimes my mum really**	Ownership
Used at night time		59	**needs to talk to people from other countries**	Parents control
		60	**and I can't really use it and I normally use it**	Pattern of usage
Nadia can't use screen time		61	**at night time to watch or play and then**	Accessibility controlled
		62	**sometimes I can't use it, that's why it is 4/5**	by parents

whenever she likes as she shares the device with a parent	other? For now screen time use is wrapped up with another i.e. mum. Does ownership equal power?	63 64 65	**times a week** **I: How does that make you feel then, when you can't use it?**	Habitual
Restricted use creates feelings of anger	Controlled by parent Screen time impacts on ability to emotionally regulate.	66 67 68 69 70 71	**Nadia: Sometimes I get angry, but it is actually her phone so I need to understand this. But sometimes when I really need to use it I do get a bit annoyed, but then I just get over it the next day because I can use it the next day.**	Screen time is emotive Anger ~~Sense of self~~
Frequency of use Habit Gets angry Prioritising screen time over learning/ homework and the feelings associated with that	*"Need"* strong wrong – something that has to happen Not being able to access screen time results in feelings of anger Does screen time affect her sense of self?	72 73 74 75 76 77 78 79 80 81 82	**I: As there ever been a time you have used screen time, but you are not really sure why you have used it?** **Nadia: Sometimes I think I could be doing other important stuff, because sometimes I leave my homework until the last day and then I feel bad because I feel like I am going to forget to take it. It's because on YouTube there is loads of stuff that get you...that you really want to watch it, so you say I'm just going to watch this video then you watch**	Screen time is a priority Interferes with learning Habitual Dominants thoughts and behaviour Addictive
Screen time is prioritised over everything else	Emotive language *"I feel bad…"* Repetition of *"watch"* emphasising the passivity of screen time experience	83 84 85 86 87	**five videos. Because you just see after one video you see another that you really want to watch, you watch it, you can't help it** **I: What would you be watching?** **Nadia: The title that it says, then I just get**	

Evening routine outlined	*"You just can't help it"* emphasising the lack of control over it	88 89 90 91	like I really want to watch that, then after I'll stop and do my homework…I do it for 45 minutes carrying on watching and sometimes that turns into an hour	~~Sense of self~~ Screen time is a priority
Screen time viewed as reward	Lose track of time	92 93 94	I: In terms of the time spent on screen time, is that you deciding that's the maximum time or does a parent decide that?	
	Impression of accuracy/control over when/ how screen time is used but is that the case in reality?	95 96 97 98 99 100 101	Nadia: I say to myself, because I usually use it at night time, I usually go to sleep at 10 pm, or later, because I go to Arabic classes when I come back at 7 pm I'd use it for probably half an hour, then watch TV or do homework, then go back to it for 15 minutes then my mum would be saying go to bed. I	Autonomy Habitual Parental attempts at controlling usage
Siblings use of screen/ family members				
Owing her own device is very important to her	Use of pronoun *'I'* sense of control, autonomy	102 103 104	maximise it in those 15 minutes because I think that I've done my homework so I can rest or do what I want.	Screen time is a reward
		105 106	I: Can you think of a time when someone else would use screen time?	
	"			
		107 108 109 110 111 112 113	Nadia: Yes at home. My older brother has a tablet and my other brother has an iPad and they are normally on it, but then I use to have a tablet, but my brother took it (from me) because I'm the youngest. I've been asking for a tablet, I've been asking for quite a long time, but I feel I should wait a bit longer	Ownership is important Separateness within family system by being on different devices Sibling conflict Impact on family relationships
The use of search engines				
Using Google is	Took it from me"	114	because I have my mum's phone to play on.	Emotive

good Example of how screen time is used for research/ learning Handheld device is accessible Using screen time for Google	Sense of unfairness around family member's use of screen time "I've been asking for a very long time" Hierarchy in family "youngest" Use of screen time controlled by parent Emotive – feelings of guilt "bad" affect her sense of self when having difficulties accessing screen time Use of screen time empowering her	115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140	**But I've been thinking in December I could get my own one because my mum needs her own phone, her personal things, and I sometimes I feel bad but my mum does let me go on it** **I: What would you say is good about the use of screen time/ the best bit?** **Nadia: Sometimes I get to learn new things and also I go on Google quite a lot, I hear a word and I'm not really sure what it is and loads of information pops up. Because I go to a tutor place and then they said to research about Guy Fawkes and I went and learnt a lot about Guy Fawkes because I searched on my mum's phone and I had a lot of things to say at the tutor place. Also they give homework every single week and I research it either on the laptop but I barely get to go onto it because it's my brother's so I go on my mum phone's and I research a lot. It's normally on Fridays that I research because Saturday is the tutor.** **I: So when you use screen time for learning are you directed to certain sites (e.g. school) or do you decide where to look for information…?**	Supports learning Empowers ~~Control~~ Parental control Supports learning
Trusts siblings to	Nadia has doubts	141	**Nadia: I search up the topic or questions that**	

help with learning, then screen time	about the reliability of the information she reads when accessing screen time however trusts it because she feels she has no other choice	142 143 144 145 146 147 148 149 150	come up in my head with Google **I: Do you think you would know if a piece of information (learning) was correct or not? Would you check this out with anyone?** **Nadia: I would ask both my older brothers and if they don't answer I would think of a question and type up a question to Google and answers would come up and possibly**	
Worried about screen time affecting eyes	Does Nadia have power/ control able to change her behaviour if screen time hurts her eyes/ affects her sleep?	151 152 153 154 155 156 157	**similar questions. Not really that sure, because some people say it might be wrong but I just take it by saying it is right because there is no other way I can figure it out. Both my brothers if they are unsure…because both my brothers normally help me with Maths and English but with History stuff that's not really their type of thing**	Supports learning
Habit forming – addiction? Screen time takes priority that it interrupts the completion of other activities	*"You just can't help it"*	158 159 160	**I: We have spoken then about the good parts, is there anything bad about screen time?**	
Knows about alternatives to screen time	Nadia does not have the power/ choice or control to no engage with screen time *"New things"* Screen time is	161 162 163 164 165 166 167 168	**Nadia: I sometimes think it might affect our eyes because after I've used it for quite a long time my eyes start to burn and then sometimes I try to go to sleep but it doesn't really help because my eyes are just stinging so then I think that if…because you get so catchy with the YouTube stuff and the games and when you slide down you keep finding**	Problematic physical wellbeing e.g. eyes

Screen time is a distraction	seen as rewarding, a priority, a necessity	169 170	**new things and when you try to stop you just can't help it.**	
Impact on physical health – less active	*"Stay inside"* controlling? *"Watching"* passivity?	171 172 173	**I: Eyes, you feel are negatively impacting on. That sounds like you are describing physical health…**	Distracts from learning Addictive Habitual Problematic physical
Worrying about her use of screen time in the future and impact on physical health	*"You can help it"* repeated *"Addicted"* repetition Addition or habit?	174 175 176 177 178 179 180 181	**Nadia: Yeah and you forget about everything else that is important because you are having so much fun watching and you forget about your homework, then remember in the morning and you can't do it…you stay inside, watching, instead of going out outside, playing and having fresh air.** **I: Is that your experience?**	wellbeing e.g. physical activity levels ~~Productivity~~ Habitual
Feeling left out when siblings access screen time	Nadia does not have the power/ choice or control to not engage with screen time	182 183 184 185 186 187 188 189 190	**Nadia: Yeah because in secondary school you don't run around that much, and since next year we are in secondary and if you get addicted to the phones and tablets, because you just get addicted, you can't help it we won't move around and you can get addicted. Because in primary you do run around in break, but in secondary people**	Screen time is prioritised
Parents control Nadia's use of screen time Vlogs	*"Habit"* Does (older) sibling use of screen time result in more	190 191 192 193 194	**don't, and it be awkward if you want to run around for your own purpose for fresh air and the when you are at home you are just on the phone, because you can't help it, it's just a habit**	Addiction

Communication via social media/ messaging apps Screen time does not appear to an integral part of her interactions with friends/ peers Nadia does not	engagement with screen time Parents vs. siblings re: control "Bad" Repetition of "*I*"	195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220	**I: Do you find it now impacts on your physical activity now?** **Nadia: No, we have 1.5 hours break play and run but at the weekends we don't run around as much, probably on weekends I go on the phone a lot more. I probably go quite a lot of times. I don't really have my own tablet, both my brothers they have their own things, and their talking about stuff that I can't really watch so then I want to go on my mum's phone and search it up…** **I: Do your parents have parental control over your screen time?** **Nadia: Yes, both my brothers do watching what I am watching…I mostly watch DIY videos and Vlogs but they always keep on checking sometimes they say I'm watching something bad but I'm not, they just want to make my mum annoyed!** **I: So in terms of friendships, social relationships, in your experience does it help or not help? Do you have any examples?** **Nadia: Sometimes, if we have problems at school, me and my friends. I only have…Whatsapp I only have my best friend's number and when I went to a different**	Separateness within family system Rite of passage Ownership Control Power Knowledge ~~Security~~

know how friends/ peers use screen time		221 222 223 224 225 226 227 228 229 230	**country for the summer holidays I kinda missed my best friend and we talked on the phone for quite a long time and we had quite a fun time, it's as if weren't talking…it is as if she was right there. Sometimes we have problems in school, since we are out of school we feel as if we should forget it and go round to each other's houses or text each other, but I don't do it that much, normally do it/talk to cousin's with it**	Social cohesion Privacy Boundaries Emotional response
		231 232	**I: In your experience do your friends use screen time?**	
		233 234 235 236 237 238	**Nadia: I'm not sure, I only go to one of my friend's house, and she doesn't really go on it…not that much…because she has a younger sister…so most her time may be spend with her… but I'm not really sure because I haven't asked her…**	
Prioritising screen time over sleep		239 240 241 242	**I: So you have mentioned positives with screen time and friendships, can you think of any negatives about screen time and friendships?**	
	Screen time – to communicate to a friend – is it seen	243 244 245 246 247	**Nadia: Sometimes like you feel like there is something inside that you really need to get out but you don't know how the other person is gonna feel so like you want to write down, because I only have one of my friend's**	Social function Emotional experience Screen time can be

The need for Parental boundaries/ response re: time spent using screen time	as therapeutic? Cautious about using screen time to communicate feelings – because it is a permanent record?	248 249 250 251 252 253	**number, you want to write down that thing why you are feeling upset with her, but then you think the next day that she is just going to feel upset then you are going to feel bad but also you feel you got it out so it is quite a good thing and also a negative…**	risky
		254 256 257 258 259	**I: Right. In terms of physical health do you feel screen time has a positive or negative impact? For example you mentioned your eyes earlier. Does it ever impact on sleep in terms of your physical health?**	
Doesn't mine her mum seeing her be on screen time	Use of screen time demotivating/ tiring/ anxiety about this	260 261 262	**Nadia: Sometimes, because I go over my time and then sometimes it goes over for quite a long time and then when I wake I**	Problematic re: sleep
Mum taking control by putting a password on the device	*"I go over my time"* exceeds her own time boundary *"Or something"* unsure of how much time she spends engaging with screen time	263 264 265 266 267 268	**don't really want to get up. Because I need a maximum of 10 hours sleep, well that's what my mum says. My mum like calls me but I don't really want to get out of bed because I didn't get enough sleep, like I get one hour less sleep from last week…or something**	Parental control
Different ways that she and parent's use screen time		269 270	**I: In your experience, would you say that it is because of screen time?**	Impacts on relationship with parents
Wants to be a writer from an early age.	Nadia chooses screen time over sleep = reflecting the importance she gives screen time?	271 272 273 274 275	**Nadia: Yeah because you get so addicted to it and you want to go to sleep but you see something that catches your eye and you have to wait until your mum nags you, or until she becomes really angry, and then you**	Habitual

		276	can't help you have to go to sleep because	
Write children's books.	*Emotive language -* *"Feeling upset"* *"Upset"* *"Feel bad"*	277 278	your eyes are just hurting so much something like that…yeah	
Anxiety around screen time potentially demotivating her		279 280	**Nadia: Would you use the screen time in front of her?**	Using screen time without parental permission
	How do these boundaries become internalised?	281 282 283 284 285 286 287 288 289 290 291 292 293 294	**I: I don't really mind my mum seeing, before she didn't use to have a password on it. Use it whenever I wanted. If I needed to use it quickly I would use it without her knowing but now if it's after bedtime she gets really angry. Now there is a password on it. I have to ask her because she has to cook for me and my brothers, so she is in the kitchen mostly, or asleep so I use her phone, but sometimes she needs to use the phone if the phone rings. I get really sad sometimes because I don't have my own tablet or tablet and I am the only one in the family who does not have it.**	Ownership/ assess is important Emotive response - anxiety
	"Catches your eye" highlight passivity of using screen time use/ without thought			
Unhelpful behaviours – screen time hurts eyes then Nadia tries to read and finds this a struggle	Was there an issue with Nadia's usage that led to her mum setting up a password			Habitual
	"I get really sad" because of lack of ownership	295	**I: Do you know when you might get one?**	Problematic re: eyes
	"So addicted"	296 297 298 299 300 301 302	**Nadia: Yeah I think it might be next month. I have been asking my mum for like this whole year, because my brother took my one, and then my mum kept on saying we will get it when the time comes for a sale, after that I got it now so I started asking for books because I am really into reading. When I was**	Parental control Ownership is power Autonomy

Other people's screen time has an emotional impact on Nadia		303 304 305 306 307	**in reception I started saying I wanted to be a writer. And I still have that - I really want to be a writer when I'm older. It might affect that - because being on screen time I might forget reading. I really want to become a**	Distraction from learning Change sense of self Emotional experience
Needing to share screen time – failing to do so	*"I'm thinking if I go on screen time so much* *I'm gonna lose my heart for it"* very emotive language/ statement/core of her being	308 309 310	**writer when I am older, do children books, but then I'm thinking if I go on screen time so much I'm gonna lose my heart for it.**	
Feeling left out because she knows about social media sites, but she isn't allowed to access them – age restrictions		311 312	**I: What's would be your future hope then for use of screen time?**	Emotional response
		313 314 315 316 317 318 319	**Nadia: It's the same with YouTube, that I see a book and I really want to read it, but then I when get home… I say in my head when in school I'm going to finish this book today…and then when I go home I'm straightway go onto the phone! I keeping saying I'll do it…I'll read the book…after I've**	
Feeling left out/ isolated	Prioritising screen time over reading…affect Nadia's sense of self?	320 321 322 323 324 325 326 327 328 329 330	**watched this …soon as my eyes hurt I start reading a book but I don't really want to read the book because reading also hurts my eyes after I've used screen time and I feel kinda sleepy. I think I should do reading first, put reading first, because when I am older it might affect it, because I might stop wanting to read, and stop having ideas for books, Because I've started writing…I do write books but since iPhones and tablets came out and both my brothers got it then they**	Productivity affected Demotivate Learning~~/ life goals~~
Special event getting tablet/having internet				
Life before internet -	Screen time dominating over	331	**keep talking about stuff I can't join in with I**	Addiction

watched T.V.	other activities – addiction	332	**ask my mum for the phone and I search stuff**	Dependency
Access to the internet change family routines/ behaviour	Is screen time control Nadia's behaviour?	333 334	**I: How does that make you feel when your brothers had one and you didn't?**	Social exclusion
For homework then used for YouTube	Social isolation from not engaging with screen time/ disconnected from siblings discussing their experience of screen time	335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352	**Nadia: The first time I got a tablet my brother changed the password I got really angry, and as I was quite young I started crying. I had the tablet for quite a few months it was just mine, then my brother wanted to have it 50/50 and then I had it half the time and the next thing I started reading a lot and then when my brother was angry with he started to change the password. I feel really sad because I can't join in with their social stuff. They go on Whatsapp. They talk on Instagram as well. I can't do that because they say I am too young for it. I understand I am too young but I can't go on YouTube and watch it. Because they say…because I don't have my own tablet… ……they say I'm the youngest and I'm the only one with my own…**	Separateness within family system Emotive response Suspicious Distrusting Rite of passage
Multimedia function Posting content online – choosing not to/ people encouraging her to	Emotive language – "I got really angry" "My brother was angry"	353	**I: How old when you had the tablet?**	Social exclusion
	Emotionally dependent on it/ reliant	354 355 356 357 358	**Nadia: My Uncle bought it for me, none of us had anything before that, my Uncle said he would get me one because I felt kinda…because I wanted to play on my cousin's iPad and I never got a go and I**	Separateness within family system

The joys of screen time include feeling as if you own a phone/ not feeling left out of family interactions/ using screen time for a family activity – communal TV watching	*"Crying"* *"Angry"* *"Sad"*	359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375	**started crying because I didn't get a go. My uncle said he would take me the next day to buy me a tablet, so he took me to buy one, so I bought one with my uncle, I think I was 7, 7 or 8 years old. Probably by the age of 9 my brother took it (tablet). So I didn't have one after that. One year we survived without internet. Before I was 7 years old we did not have internet, so we just watched T.V. because… we never had internet and then after that we started getting older and we started needing it for homework and everything so my Dad brought us a laptop and internet and we had our phones and we were really excited so we started getting into these You Tubers…and started watching Vlogs**	Dependent on it Self of control Addiction Habitual Social cohesion
	Rite of passage having own access to screen time "*Survived*" strong statement – serious importance Watching T.V. collective activity as a family			
Trying to prioritise homework Anxiety created by this	"*Watching*" repetition highlights passivity	376 377 378 379 380 381	**I: Okay so to recap...we have spoken about physical health such as sleep, friendships and using screen time at home with brothers/family. Would you say screen time has a positive or negative influence on how you feel about your own appearance?**	Addiction
		382 383 384 385 386 387	**Nadia: Sometimes, I don't like posting pictures of myself on social media like on YouTube because I am shy about doing that. I always think about what other people are gonna think about me but then people say don't think about other people think about**	Control Prioritising screen time Ownership is important
	Identity –	387		Ownership is important

	personality choice	388	you….sometimes I give pictures to family but	Values privacy
		389	I am not into social media, Instagram,	
	Boundaries –	390	Facebook or things like that.	
	Nadia chooses not			
	to share online yet	391	I: What is the best thing about using screen	
	experiencing other	392	time?	
	people telling her			
Experience is linked	to…what is the	393	Nadia: You can experience having a phone,	
to wellbeing lesson	motivation for this?	394	since I use it most of time, not my mum. You	
that she has		395	can enjoy what your siblings enjoy and you	
received?		396	don't feel left out, you don't stay at home	
		397	doing nothing…you can have time	
		398	watching…because sometimes on TV you	
Seeking		399	miss a show that you really like you can just	
reassurance on		400	use the internet to go onto BBC iPlayer and	
how she and others		401	we have a thing that connects our phone to	
experience screen	Changing the	402	the TV so if you press a little button it would	
time	definition of screen	403	go on the TV…we can just watch it on TV. So	
	time to one where	404	all of us can watch it. Because if you watch it	
	others can join	405	on the little screen you can't all watch it. So	
	in…individual to	406	we connect it to the TV and it comes on ours	
	group	407	and our TV has YouTube and BBC iPlayer.	
Strong belief that		408	But now because of my mum has put a	
people need to	"Because if you	409	password on it…I'm normally on the TV	
change behaviours/	watch it on the little	410	watching YouTube and BBC iPlayer.	
experience screen	screen you can't			
time differently	all watch it, so we	411	I: What would you say is the worst thing	
	connect it to our	412	about screen time?	
Idealising the past	TV"			
		413	Nadia: I feel like sometimes you can't help it.	
		414	A few days ago I forgot to do my homework	

Advice about screen time	Emotive language – worry *"scared"* by prioritising screen time	415 416 417 418 419 420 421 422 423 424 425 426	**and I got really scared, because I don't like missing break or anything or getting into trouble. I think I should do important stuff first, but that never comes and I just carry on doing it screen time, I also think when I'm not doing it…I always think…when I'm doing something boring I think I'll go home and I am going to read this amazing book, but then when I get home I want to go on YouTube, or go on my Mum's phone and play games. You just forget about everything that is important.**	Addiction Screen time is a priority
	"You just forget about everything that is important"	427 428 429	**I: Is there anything else you think I should know about your experience of screen time that I have not asked?**	
	"The world" watching others use it/ society use it her experience of screen time embedded in her understanding of everyone else experiencing it	430 431 432 433 434 435 436 437 438 439 440 441 442 443	**Nadia: I think after all the phones, iPads and new technology came out it's like the world just became a…everyone here are just walking around with their phone…I saw videos…walking around with their phones…it may cause accidents and anything…because you are on the phone…I think everyone else has the same opinion as mine…you are talking to people on Whatsapp or you are watching something…because we were doing 'wellbeing' in our topic and they were saying take notice of something around you and I think all of us should do that, because we**	Autonomy/ freedom/ independence
Adult use vs. child use				
Media mentioned re: screen time	Emotive language *"It may cause accidents"* Associating screen time use with			

Gender role in the home	danger	444 445 446 447 448 449 450	are just on our phones now… we should take notice of wildlife or things like that. We never take notice of that now…perhaps when our parents were young that would be a thing, but now because the tablets come even the parents are …they probably forgot about their childhood…they probably played these	
	"I think everyone has the same opinion as mine" strong statement			Sense of dissonance Controlled (by children) or lack of (parents)
Parent trying to discipline/ control screen time use	*"We are just on our phones now"* not meaningful enough/ dis approving*?*	451 452	games outside…think you should take time and notice things yeah	Boundaries Emotive response
Feeling left out Social isolation	Believing everyone is using screen time in the same way	453 454 455 456	I: Yeah. Are there any issues with what we discussed today? Do you have any questions for me regarding the research/ research process?	Habitual Dependent on it Social inclusion Use to avoid social exclusion Connectedness
		457 458	Nadia: Is it quite hard researching children…and is it fun?	
	"We never take notice of that now…" strong statement	459 460 461 462 463 464 465	I: So I am doing interviews today, for data collection and once I have the data I will write it up. Today is my first day, really interesting. It can be difficult to capture the voice of the child, however I think it is really important, an interview like today's can capture your voice	
Ignore parental request		466	Nadia: Did you just start this?	
		467 468	I: I recently started. One year ago I had the idea…	

Advising other children - wanting to reassure	Separateness between children and adults Children more influential? Children's autonomy/ freedom/ independence seen as negative?	469	**Nadia: What made you have the idea?**	Social exclusion Social status Peer pressure
		470 471 472 473	**I: Good question. I am interested in the lived experiences of children with tablets and smart phones, especially because you come across it at a younger age…**	
		474 475 476 477 478	**Nadia: I think it does affect the children more, because the adults have more work to do and the children have the free time. So I think it affects the children more, rather than adults that much**	Autonomy
		479 480	**I: So using screen time affects the children..?**	
	"Because all the people who are young right now" Nadia is young - not seeing herself as this – wanting to be an expert	481 482 483 484 485 486 487 488 489 490 491 492	**Nadia: Yeah. The adults, mums especially have to look after the children, their children especially at my age or younger, because all the people who are young right now they probably have their own tablet or something, and then because they have free time all the time they probably spend time on the thing because all the media happening and everything! You just want to get to know it and everybody else is talking about it you want to know about it as well so to not feel left out**	Control/ Out of control Addiction Addictive Emotive i.e. anxious Social exclusion Escapism Sense of control
An event getting own tablet		493 494	**I: You said you mum sees you using it, does she have any say in how you use it?**	Problematic re: eyes

				Social exclusion
		495	**Nadia: She does sometimes say that she**	
		496	**doesn't really want me to use it (screen time)**	
		497	**that_much, but then she does let me,**	
		498	**because when I'm doing homework**	
		499	**obviously she would let me use it for the**	
		500	**whole day or something! But then**	
		501	**sometimes she would say, when we are at**	
		502	**home, she gets really angry saying why do**	
		503	**you spend all your time with the screen time,**	
		504	**you could of just done your homework.**	
		505	**Sometimes we think our mum is right, but**	
		506	**sometimes we forget about it and just we**	
		507	**carry on watching it. Now…sometimes I**	
		508	**experience that, the not knowing, because all**	Social cohesion
		509	**of the people in my class were talking about**	
Giving advice to		510	**this topic and my mum didn't have a new**	Sense of self
other younger		511	**phone then, her other phone it wasn't really**	
children, help		512	**like a smart phone, all of them talking about**	Addiction
manage their		513	**it and I never knew any part of it…because I**	
anxiety around	*"Why do you*	514	**didn't have…two people in the class never**	~~Social status~~
ownership/ parental	*spend all your time*	515	**knew about it and I was one of them. I felt**	
control	*with the screen*	516	**everyone was talking and I couldn't join in**	
Projection? Manage	*time"* in contrast to	517	**with it.**	
her own anxiety	how Nadia stated			
	at the beginning of	518	**I: How did that make you feel?**	
	interview – stating			
	for "homework" but	519	**Nadia: I felt really sad. I had no Wi-Fi then. I**	
	using it different	520	**was probably in Year 2 and it really upset**	Sense of
		521	**me. Because my dad didn't have…that time**	connectedness
Smart device e.g.	Emotive language	522	**my dad likes to save money for our future,**	Social cohesion

phone dominating social conversations	*"I was probably in year 2 and it really upset me"*	523 524 525 526 527 528	but since we needed internet but then when I was younger I didn't need it as I had free time, I would go outside and play and go to friend's house. I felt really sad, it hurt me, everyone else was talking about it and I had no say in it, I didn't know…	Sense of identity Emotive response Sadness
	"It hurt me" emotive language	529 530 531 532	I: Sounds like you have experienced a few negatives things there. Just wondering have you had any positive feelings about screen time?	
Social medial person vs. a nonsocial media person Self-reflecting on thoughts/ feelings/ behaviour	Exclusion related to money/ resources i.e. WiFi Reassurance Wanting to appear grown up	533 534 535 536 537 538 539	Nadia: Yeah, sometimes I feel good I never went on the thing (screen time). Because everyone…I feel they're going to get affected their eyes. And I'm not. Sometimes, I feel that it is good to use it because you shouldn't be the one who is feeling left out. For everyone around… those children who	Emotive response Relief Exercising self-control
Ownership equal responsibility	Sense of being saved by accessing screen time	540 541 542 543 544	don't have it, I think that they shouldn't feel bad about themselves because whenever you feel like you know need something it will come in the future because your parents will obviously be thinking about it. I experienced	Feelings of social exclusion
	A rite of passage	545 546	it. I was talking to mum and asking for a tablet and she said she would ask my dad.	
	Sense of wanting to change her behaviour	547 548 549 550 551	Then later on my uncle brought it for me the tablet and so I was thinking all the children who think their parents are mean for not buying it for them that it's just going to come in the future, you should just wait, they just	Emotional response is anxiety Social cohesion
	Projection? Telling	551		Exercising self-control

others to be patient, when she wants to be	552 553 554 555 556 557 558 559 560	want it really special for you…because I brought the tablet and my brother wanted one, he waited for quite a long time, and my dad bought it for him so I think they should just be patient. I am still being patient for having my own tablet. I'm still waiting. I should just read books instead. I figured out…I didn't really like Harry Potter and now I'm on the 5thone. I'm addicted to it.	
Emotive language *"I felt really sad"*			Ownership is important
	561 562	I: Positive feelings when you are using the screen time?	
	563 564 565 566 567 568 569 570 571 572 573	Nadia: I feel happy to get to search and don't feel left out…after I got WiFi…I can just join in…but sometimes I don't really like joining in those things because I'm not really a social media person I more of a…I either talk things personally to my friends or my family but I don't give it to social media. I feel happy I got the chance or feel grateful for the opportunity to experience what they were talking about but when I was younger I never because I didn't feel…when I was under 7	Emotive response Happy Feelings of social inclusion Sense of self
What does that mean to Nadia? *"I'm not really a social media person…"*			
Emotive language *"I feel happy…"*	574 575 576 577	years I thought about reading and art and everything, after as we started getting older people started talking about phones and everything. And I'm not allowed to get my	Screen time now dominants thinking
Multimedia use powerful *"I don't give it to*	578 579 580	own phone until I'm at the age and since my older brother still doesn't have his own phone and he is in Year 9. They are going to	Ownership Identity

	social media"	581	**get me a tablet so I think it might be probably**	
	raises questions of	582	**when I come to an age…when I can be**	
	ownership posting/	583	**responsible for doing my own stuff on social**	
	sharing online	584	**media but then I probably only have**	
		585	**Whatsapp because I don't like showing,**	Ownership
		586	**posting pictures or anything. I get really shy**	Sense of self
	Emotive language	587	**about what the other person will think about**	
	"I feel really about	588	**me. I think screen time is positive and**	
	what the other	589	**negative in places. Positive because you**	
	person will think of	590	**cannot feel left out and negative because it**	Offers social inclusion
	me"	591	**affects your eyes and your time outside. I**	Problematic re: eyes
		592	**would say it is fun, but you should actually**	Sense of dissonance
		593	**use it in a good way, maybe use half and half**	how it is used and how it
	Negative elements	594	**researching about stuff because researching**	should be
	– physical health	595	**is fun you learn a lot of new things and I**	
	impact. Time	596	**learnt quite a lot of things like the thing I said**	
	spent.	597	**I learnt about Guy Fawkes and I felt I should**	
	Habit – choice i.e.	598	**use it for more research but then it's just an**	
	habitual or	599	**habit, you can't help it. I think all the other**	
	addiction i.e. can't	600	**children will feel the same; it's a habit you**	
	control	601	**can't stop.**	
	"You can't help it"	602	**I: Thank you so much for your time today,**	
	"Habit"	603	**thoughts and views. Your honestly. Really**	
	"It's a habit you	604	**insightful and interesting. How have you**	
	can't stop"	605	**found the experience?**	
	"I think all the			
	children will feel	606	**Nadia: It felt fun. It felt fun to let it out tell it**	
	the same" strong	607	**to someone because I don't really have**	Emotive response
	statement	608	**anyone to talk to about screen time. My dad**	Relief
		609	**is at work, my mum doesn't really**	Impacts on family life

		610	**understand and both my brothers are on**	Create a sense of
		611	**their iPads. So thank you.**	separateness in family system
	"Both brothers are on iPads" suggests heavy usage	612 613 614 615 616	**I: Remember well if you wanted to talk to someone again in school Ms Fox, Liz, would also be willing to talk/ listen, just so you know she is there if need. Thanks again for taking part. I will turn off the recorder now.**	